DOCUMENT RESUME

ED 401 877 IR 018 141

TITLE	CNN Newsroom Classroom Guides, October 1-31, 1996.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	Oct 96
NOTE	104p.
AVAILABLE FROM	Turner Multimedia, 1 CNN Center, P.O. Box 105780, Atlanta, GA 30348-5780 (specify date; videos, $10.95 per episode). Electronic version: gopher://ericir.syr.edu/lessonplans/CNN Newsroom Daily Lesson Plans; URL gopher://ericir.syr.edu:70/11/Lesson/CNN/
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS	Cable News Network; *CNN Newsroom

ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of October, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: the Middle East peace summit in Washington, DC, Israel's Netanyahu and Palestine's Arafat meet privately at the White House, federal judge dismisses Perot lawsuit; peace eludes Mideast leaders, search continues for downed Peruvian jet, and baseball's umpires threaten to strike in dispute regarding player discipline (October 1-4); U.S. President Clinton and challenger Bob Dole square off in first of two televised presidential debates, car bombs explode in Northern Ireland, British troops are extra vigilant in the wake of Monday's bombings, Pope has surgery, Al Gore and Jack Kemp face off in vice-presidential debate, and Netanyahu's rocky relationship with Jordan's King Hussein creates new tension in the Middle East (October 7-11); Dole camp questions the Clinton camp's ethics over a huge campaign gift donated by an Indonesian billionaire, investors cheer as the Dow Jones Industrial Average hits a new high of 6000, King Hussein travels to the West Bank as show of support for the Palestinians, Somalia cease-fire, Clinton and Dole clash in final presidential debate, and Boris Yeltsin fires Security Advisor (October 14-18); Nicaraguans encounter long lines and long lists of candidates as they vote for their next president, South Africa tries to heal wounds of human rights abuse victims after decades of apartheid, India's tigers will be extinct in five years unless something is done immediately, winds fuel California fires, as Election '96 nears, the candidates are on the fast track to garner support, and Ross Perot won't back out of the race for Dole, and has turned his attention to Clinton's ethics (October 21-25); FBI clears suspect Richard Jewell in all charges stemming from Olympic Park bombing, the state of the U.S. economy takes center stage in last few days of presidential campaigning, GOP leaders accuse the Democratic Party of illegal campaigning, and President Clinton sidesteps potential political minefields. (October 28-31). (SWC)

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******  **   **   *                          Tuesday, October 1, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The two-day Middle East peace summit opens today in Washington, DC.	3:10	4:10
AROUND THE WORLD	The U.S. and Israel have strong ties, many of them economic.	1:10	5:20
HEADLINES	BOSNIA CO-PRESIDENTS MEET; VALUEJET FLIES AGAIN	1:00	6:20
INTERNAT'L DESK	Controversy rises over assets the Nazis looted from Holocaust victims, survivors.	2:55	9:15
LOOK AHEAD	Tomorrow: World's largest coin mint	:30	9:45
MIGHTY MISSISSIPPI	(PART II) As an economic force, the river provides both jobs and transportation.	4:10	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	15:55
GATEKEEPER PROBE	The Justice Department is investigating possible Border Patrol corruption.	3:20	19:15
GERMANY SHOPPING	Some Germans are angered at the decision to allow stores to remain open longer.	2:40	21:55
EGYPT GLASS BLOWERS	The Daour live by recycling broken glass bottles into hand blown works of art.	2:35	24:30
JAPAN DIET CRAZY	As Japanese women move into the workplace their interest in diets increases.	4:10	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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TOP STORY: MIDEAST PEACE SUMMIT

1. Which world leaders are expected to take part in today's Mideast summit? Any one or all of them could have declined to attend, yet they have accepted. What do you think this says about the prognosis for Middle East peace?
2. According to the TOP STORY, what two outcomes of this summit would make it a "success" from the viewpoint of the White House? Why do you think Clinton Administration officials are reluctant to predict a more positive outcome?

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3. Some observers are calling this summit a political gamble for Pres. Clinton. Do you agree/disagree? Explain. What might the U.S. President have to gain or lose by attempting to get the warring parties to a peace conference? Discuss these issues then challenge student groups to create editorial cartoons illustrating their views of the political pluses and minuses for Pres. Clinton as he hosts the peace summit. Post these around the classroom.
4. The fate of the city of Jerusalem is one major issue that has yet to be resolved in these peace talks. Review the cultural and religious importance of this city among different groups. Challenge student groups to come up with a plan that would resolve the question of who controls Jerusalem. Should the city be "shared"? If so, among whom? Should one government rule the city? Remind groups to consider similar situations in the world as they devise their plans. Have each group share its ideas. As a class, discuss the feasibility of each plan as a long-term peaceful resolution.

MIGHTY MISSISSIPPI (PART II)

5. Explain how the Mississippi River plays an important role in the U.S. economy. What products are transported via the Mississippi? What kinds of jobs does river commerce provide?
6. Ask students to consider reasons for settling near a major river. List their responses. Encourage students to name some "river cities" and the benefits they derive from proximity to a major waterway. What cities grew up on the Mississippi? Name several (e.g., Hannibal, MO, Cairo, IL, New Orleans, LA) then have students use a map to create a more extensive list. Group students and distribute the HANDOUT (pg 4). Have groups choose a city to conduct research into its relationship with the Mississippi River.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

preconditions Hebron closure abyss commerce navigable
St. Paul, Minnesota barge grain elevator cargo revenue

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DESK: NAZI GOLD

1. BEFORE VIEWING: Ask students to state how they would safeguard valuables in the event of an emergency or an evacuation. In particular, what would they do with currency? Why?

2. AFTER VIEWING ask: How did the assets of Holocaust victims and refugees come to be stored in Swiss, U.S. and British banks?

3. Ask: What qualities would you look for in a bank if you wanted to open an account or a safety deposit box? List students' responses on the board. Have them compare what they already know about Swiss banks with the information from the video report. Which qualities could create contradictory responses?

4. Lead a class discussion of the use of gold as a monetary base worldwide. How might the Swiss economy have benefited from unclaimed gold assets? Challenge students to look for evidence of Swiss economic growth based on these assets.

5. It is stated in the video that "Israel Singer has been trying to account for the more than $600 million in looted gold...." What other countries might have stored Nazi-looted assets?

Divide the class into groups to research the dispersal patterns of German-Jewish communities into other parts of Europe, as well as those of other affected populations in Nazi-occupied territories. Have each group

a. research the economic niche held by Jewish communities.
b. create a map study of these communities' dispersal patterns, showing where they resettled, for how long and, if they had to leave that country, where else they went.
c. use on-line and other media resources to find out if other countries may have such assets stored in their banks.

Have groups share their findings. As a class, discuss the following questions:

a. What factor will the considerable time lapse play in identifying and retrieving lost property?
b. What should be done with unclaimed assets?

Have students return to their groups to debate the degree and method of accountability of any or all banks involved and the final disposition of the disputed assets.

----------CNN NEWSROOM: RELIABLE RESOURCES----------
INTERNET: http://www.sltrib.com/96/MAY/03/tbz/03272742.htm

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------
Holocaust Israel Singer World Jewish Congress Tripartite Commission

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********    **    ** STUDENT RESOURCE: RIVER LIFE
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DIRECTIONS: Work with your group to paint a picture of how the Mighty Mississippi "grew" your chosen city and of its importance in the life of that city today.

CITY: _____ STATE: _____

PAST HISTORY

1. How, when, by whom and why was your city founded? Did any of the early founders prosper and/or gain civic or political importance from use of, or association with, the river?

2. Describe the economic relationship between the river and your city (e.g., trade, personal transport, riverboat economy).

MODERN HISTORY

3. How does the river figure into the economic life of your city (identify specific industry, trade and other business)?

4. In what ways is the river used for recreation (include individual, group and sporting activities)?

5. What specific ventures have been created to entice tourists, using the river as a draw?

CULTURE

6. Identify cultural expressions of the river's importance in the city's art, literature, music, food, media, etc.

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********    **    ** NEWSROOM WORLDVIEW
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GATEKEEPER PROBE: U.S.--IMMIGRATION AND EMIGRATION; MEXICANS--U.S.

1. What is "Operation Gatekeeper"? Why is the Justice Department investigating allegations against the Border Patrol? Create a flow chart that shows the cycle of illegal Mexican immigrants into and out of the U.S. On your display show why Mexicans want to enter the U.S., what they do while there and why the U.S. government wants to prevent their entry. Place numbers on the display to show how many enter, how many are caught and how many are able to remain in the U.S. Considering your data, will Operation Gatekeeper be a success? What alternatives might help improve the situation without the "cat and mouse" game? Why do you think border authorities might lie about the effectiveness of their program?

INTERNET: http://clui.zone.org/clui/site_ext/perimete/brdrsd.html

GERMANY SHOPPING: GERMANY--BUSINESS--ECONOMIC CONDITIONS

2. Why would some people be angry while others are excited about longer shopping hours on weekdays and weekends? Poll community retail managers, workers and consumers on how they would react to a mandatory closing time of 6:00 PM daily and shorter hours on the weekends. Ask each person how such a change would affect their social and economic life. Use the responses and the information in the video to make predictions about how the Germans will be affected by the longer work hours. In the long run, will life be better in Germany due to the changes? Who is paying the real price for these changes? Explain.

INTERNET: http://city.net/countries/germany/

JAPAN DIET CRAZY: JAPAN--ECONOMIC CONDITIONS; REDUCING

3. What factors have caused Japanese women to become increasingly interested in losing weight? What diet fads are the result of this growing market? Gather data about the changing role of women in Japan. Use it to create a study comparing the traditional lifestyle of women in Japan with that of the more modern Japanese women entering the workplace. Illustrate your study with pictures/drawings. What are the major differences in the two lifestyles? What factors in the new lifestyle would cause Japanese women to become more interested in a trim body? In what other ways do you think the new lifestyle will change their interests?

INTERNET: http://lang.nagoya-u.ac.jp/~matsuoka/Japan.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

allegations	heralded	legitimate	apprehensions	curtailed
diverted	inevitably	mandatory	endangered	spectrum

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******  **   **   *                          Wednesday, October 2, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Israel's Netanyahu and Palestine's Arafat meet privately at the U.S. White House.	4:30	5:30
HEADLINES	FEDERAL JUDGE DISMISSES PEROT LAWSUIT	:30	6:00
BUSINESS DESK	The Philadelphia Mint coins $2 million in "pocket change" daily, 5 days a week.	3:00	9:00
LOOK AHEAD	Tomorrow's Science Desk: Micro Machines	:30	9:30
MIGHTY MISSISSIPPI	(Part III) "Queen of America's Waterways" has a few "queens" of her own in the Delta Queen Steamboat Line.	4:30	14:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:20	15:20
SRI LANKA POLITICS	So far, Sri Lanka's 13 year-old civil war has resulted in 55,000 deaths.	2:45	00:00
SRI LANKA PRESIDENT	President Kumaratunga came to power in Sri Lanka with high hopes and little more.	7:50	00:00
HURRICANE DOGS	Dogs in South Korea are taught to find people in case of natural disasters.	2:10	00:00
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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TOP STORY: MIDEAST PEACE SUMMIT

1. What "encouraging signs" did U.S. officials note taking place between Palestinian Authority Pres. Arafat and Israel's Prime Minister Netanyahu? Lead a brief class discussion of the import given to the "little" acts of diplomacy and ask students to give similar examples from other historic meetings. How encouraged are Palestinians and Israelis by the summit in Washington, DC? Explain.

2. As stated in the video segment, "very wide differences" remain between Israelis and Palestinians. Discuss each of these differences.
   a. Divide the class into groups, each to consider one of those differences.

b. Charge each group to weigh the win-lose options for both sides then craft a position statement such that a "win-win" situation is achieved.
c. Each group will choose a representative to read the group's statement aloud to the class who will critique each on whether or not a "win-win" position is evident from the statement.

Israel's Pres. Ezer Weizman is quoted as saying, "If we don't go the way of peace, we'll get tangled in a war." Ask students: On the basis of what you saw and heard in the video, how important to the peace process is a nation's political will? Explain.

MIGHTY MISSISSIPPI (PART III)

3. WHILE VIEWING: Have students note the steamboat accouterments that would merit the description "floating palaces." AFTER VIEWING ask: Where would you expect to find grand fixtures as seen in the video report? Discuss the period in American history evoked by steamboats. What are the qualities of that period that people might want to recapture? Ask: What period in history would you choose to recapture? Why? In what ways?
4. What is "steamboat Gothic"? Ask students to bring to class a photo/drawing of the type of architecture and/or fixtures shown in the video. Have students give details about its origins.

EXTENSION: Challenge students to find similar examples in their own communities and report back to the class the location and, if possible, some facts about their finds.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Wm. Christopher King Hussein Natural Law Party steamboat Gothic

MINTING DESK: U.S. COINS

1. BEFORE VIEWING: Ask students to speculate on the coins they use on a daily basis. From where do they originate? Who determines how many to make each year? What might happen if too many or too few were minted? Explain.

2. AFTER VIEWING: Use the video and encyclopedias to check answers to the questions discussed before viewing. On what three considerations is the number of coins to be minted based?

3. Help students use texts and encyclopedias to define the following uses of money: a medium of exchange, unit of account and store of wealth.
   a. For each use challenge students to give several examples of forms of money suited to the use. EXAMPLE: anything two or more people agree to exchange for something else can become a form of money to be used as a medium of exchange.
   b. Ask them to choose the use to which coins are best suited and explain their choice. (Coins are suited to all three uses but they are usually thought of as units of account.)
   c. Have students write a brief story about a world without money. Their story should depict financial negotiations and the storage of wealth. Ask: Do you think the world would be a "better place" without money? Why/Why not?

4. One of the first economic concepts children learn is to recognize and count coins. The minting process followed at the

Philadelphia Mint could be a useful vehicle to help them learn about U.S. coins. WHILE VIEWING: Distribute the HANDOUT (pg 4) for them to complete. You may need to freeze the picture at certain points to help students note important graphic details and information. Then discuss

a. the importance of learning about the nation's money system at an early age. Why is this one of the first economic concepts to be taught?
b. impressions of books students read as young children. What made books interesting or memorable? What words can students aged 5-7 understand and/or read? How important are the pictures?

Divide students into small groups and review the AFTER VIEWING directions. Give them a deadline and provide them with the necessary art materials. Be sure to arrange opportunities for them to share their books with young children.

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******** ** ** STUDENT HANDOUT: LEARNING ABOUT COINS

BEFORE VIEWING: As you watch the video report, note the definitions of each term listed below. Then quickly jot down visual information about the machines and processes related to each word. If possible, make quick sketches of these machines or processes and the settings in which they are placed.

TERMS TO DEFINE:
Coin Mint:

Sheet Metal:

Blanked:

Annealing:

Tumbler:

Riddled:

Upset:

Striking:

Counted:

After viewing the video, work with your team to determine a story line on coins and the minting process at the Philadelphia Mint for a non-fiction children's book (ages 5-7). Divide your team in half.

a. One half of the team must create more complete drawings of the machines and/or processes related to each term. Be sure to include pictures of the coins themselves.

b. The second half will write text to accompany each drawing. Ask your teacher to arrange a time for you to share your book with children in a local elementary school/pre-school and/or arrange with a local library to read your book during an after school story time.

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********    **    ** NEWSROOM WORLDVIEW
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SRI LANKA POLITICS: SRI LANKA--POLITICS--CIVIL WAR; SRI LANKA--ETHNIC RELATIONS

1. Why has the Sri Lanka civil war gone on so long? What progress has President Kumaratunga made in finding a solution? Gather information on the 13 year-old war. Create a display using a map of Sri Lanka as the center. On the map mark the location of predominant Tamil and Sinhalese population areas, major cities and commercial areas. Around the map, give insightful information about the cultural differences between the two groups, causes of the conflict, events of the war and other relevant information. Your final product should provide a good explanation of the situation in Sri Lanka.
2. Using the information on your display, prepare and present a representation of a meeting between the Tamil and Sinhalese leaders on what has happened and how the situation might be resolved. Make your representation as accurate as possible. Have other students observe and take notes as representatives of other countries/presses. Afterwards, each observer should file report with their government/press service concerning the problems that stand in the way of a solution, any progress that has been made and suggestions for helping Sri Lanka end its civil war.
3. International journalists' reports should be refined and turned into press releases to be distributed to everyone involved. All representatives of governments should meet in a session in which they discuss the situation and consider actions they might take to help Sri Lanka.

INTERNET: http://www.lankaweb.com/
http://ourworld.compuserve.com/Homepages/umberto

SRI LANKA PRESIDENT: SRI LANKA--POLITICS

4. How did Pres. Kumaratunga come to power in Sri Lanka? Gather information about specific events during her administration and add them to the display in Activity 1. Organize a discussion of her role in ending the civil war from the perspectives developed previously.
5. In the final session, the representatives of the Tamil rebels and the Sinhalese government each should react to the earlier discussion, press releases, opinions of other governments and the potential of Pres. Kumaratunga to bring an end to the civil war in a final summary statement.

INTERNET: http://www.powertech.no/~jeyaramk/insrep/X0008_ir257.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Sinhalese Tamil lethal debacle mediation mandate idealistic

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******  **   **   *                          Thursday, October 3, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
DUE TO TECHNICAL PROBLEMS, TODAY'S PROGRAM IS NOT CLOSED CAPTIONED			
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Peace eludes Mideast leaders once again.	3:10	4:10
HEADLINES	SEARCH CONTINUES FOR DOWNED PERUVIAN JET	:30	4:40
SCIENCE DESK	Micromachines have a wide variety of applications in numerous fields.	2:40	7:20
WEBSITE	Visit us at CNN.COM/NEWSROOM	:30	7:50
QUOTE	...from Mark Twain, American author	:30	8:20
MIGHTY MISSISSIPPI	(Part IV) Mark Twain's hometown celebrates the folklore behind life on the river.	4:05	12:25
FIELD TRIP	BEHIND THE SCENES: ELECTION '96 (see pg 2)	1:40	14:05
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	16:00
HELPING HAND	CHILE: The CERSO Center tries to help runaway girls make a life for themselves.	2:15	18:15
EGYPT SUBWAYS	Cairo is building one of the world's most ambitious subway systems.	2:15	20:30
TODAY	In 1990, the two Germanys were reunited.	:20	20:50
SINGAPORE AIR	Singapore researchers use aeroponics to grow vegetables in moist air.	3:35	24:25
CHECK IT	A concert was held on China's Great Wall.	:45	25:10
JAPAN	"Animee" has gained worldwide popularity.	2:45	27:55
CNN NEWSROOM WORLDVIEW CLOSE		2:05	30:00

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ANCHOR DESK

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TOP STORY: MIDEAST PEACE SUMMIT

1. Ask students: How would you assess the overall results of the Mideast peace summit? What issues, if any, were resolved? Which issues remain to be addressed?

2. Israel's Netanyahu noted that a "different relationship" exists now between himself and Yasser Arafat. Explain what he meant. In your opinion, will this different relationship have an effect on prospects for peace in the Mideast? Why/Why not? Do you think staging a face-to-face meeting between these leaders was a good idea? Explain.
3. Divide the class into groups. Have each read media articles and preview news items about the summit, focusing on its objectives and its outcome. Have groups share information; then challenge each student to use what he/she has discovered to write a newspaper editorial from either the Israeli or Palestinian perspective. Students can either praise the summit and its participants' efforts or they can reject the conference as a political "show." Have students share their editorials and explain what political forces/factions within that nation would likely support the editorial's point of view.

MIGHTY MISSISSIPPI (PART IV)

4. How do the people of Hannibal keep Mark Twain's spirit alive? Explain why one resident calls Hannibal, "America's hometown."
5. Challenge groups of students to offer presentations of life on the Mississippi through the eyes of Mark Twain. Have each group choose a portion of a work by Mark Twain and present a skit or reading that gives students a feel for life on the river. Discuss the style and tone of his writings. Then challenge each group to create a similar work for its community. How would students give others a feel for life where they live? What style would they use to tell the story?

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NOTE TO TEACHERS: Turner Adventure Learning is going behind the scenes for Election '96. On October 15th and 16th, we will be in San Diego, California, site of one of the presidential debates, exploring the impact televised debates have had on the electoral process. This is a great educational opportunity!
For broadcast information call 1-800-639-7797.

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----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Yasser Arafat Benjamin Netanyahu Bill Clinton Warren Christopher
Hannibal, Missouri Tom Sawyer Huck Finn Samuel Clemens

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***** ***** ***** ***** * * ***** ***** DESK: MICROMACHINES

1. BEFORE VIEWING: Ask students to write a description of a typical machine, considering the following: What parts make up a typical machine? Of what materials is a machine made? What kind of jobs do they do? How large are machines? What powers them? List examples of machines students use frequently or see in use. What do all of them have in common? Encourage students to share their descriptions with the class.

2. AFTER VIEWING: Ask students how the machines described in the video differed from their idea of a machine. How were the micromachines similar to traditional machines? Do micromachines qualify as true machines? Why/Why not?

3. Have students list other devices that have been miniaturized. Why was miniaturization necessary? Do these versions work as well as their big brothers? Explain. Have student groups make illustrated reports on the recent history of miniaturization and concentrate on one device.

4. Have students list the uses of micromachines discussed on the video then speculate on how micromachines accomplish these tasks. Challenge students to complete a series of drawings depicting a micromachine at work. Display the drawings in the media center or commons area.

5. Have students define "ubiquitous" and state in what context the word was used in the video. Have students think of synonyms for "ubiquitous" and name other ubiquitous items. Instruct each student to write a paragraph describing a thing's "ubiquitous nature." Allow students to read their paragraphs aloud.

6. Ask students to recall stories about machines. What makes the stories memorable? What role did the machine play? How would a story about micromachines differ from those students described? Distribute copies of the HANDOUT (pg 4). Challenge students to use information from the handout, video and class discussion to write a story involving a micromachine. They may pattern their story after one discussed in class or after any other. The story should educate people about current and future roles of micromachines, as well as entertain. Create an anthology of the stories.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

machine	motor	micro	pressure sensor
silicon	microsurgery	microelectronics	clean room

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STUDENT RESOURCE: MICROMACHINES

DIRECTIONS: Today's world is full of interactions between humans and machines; some of these make great stories. Now, micromachines have entered our world. Read about them below. Then, use information from this resource, the video and class discussion to write an informative and entertaining story about humans and micromachines.

Micromachines are of great interest to engineers and, lately, have been attracting much popular attention. Smaller than a fingertip, micromachines are an extension of the miniaturization trend which began in the 1950s. This trend reduced camcorders from shoulder-carried monsters to palm-sized machines.

A micromachine bundles together several technological achievements into a limited space. Because special restrictions are so tight, it is impossible to accomplish the task merely by gathering together existing technologies of individual specialties, like mechanical or electrical engineering. Nor are they like other machines; they have distinct characteristics in their relation to people and to nature.

Humans have been making machines since the beginning of history, most in response to threats/challenges posed by nature. Weapons for defense; cars, trains and planes for rapid travel; and, satellites and spacecraft that defy the harsh environment of outer space -- all are machines which were designed to counter and conquer nature.

Micromachines are small and cannot resist nature. A journey similar to one taken by a submarine through a blood vessel in the science fiction film FANTASTIC VOYAGE is simply impossible. They do not have the brutish force of traditional machines, which means they are gentle on humans and on nature. For example, as technologies which can be inserted into the human body with little pain or discomfort, they offer great potential in medical diagnoses and treatment.

A single micromachine may be powerless but a horde of them could perform work to match the largest machines. A host of small machines may be more efficient and less expensive than a single large machine for use in work exploring vast spaces, such as surveying undersea resources, monitoring of machinery status, exterminating pests and exploring planets.

Groups of micromachines could mimic the dynamics of life. A unified engineering discipline is needed for their design and operation. They may be the size of a grain of rice but their development looms as an enormous advance for the field of engineering.

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********    **    ** NEWSROOM WORLDVIEW
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HELPING HAND: CHILE--RUNAWAY CHILDREN; CHILE--SOCIAL CONDITIONS

1. Why do girls run away from home at an early age in Chile? How does the CERSO Center try to help them? Explore the conditions in which homeless children live in some of the world's major cities, including Santiago, Chile. Write a story about a child living in these conditions and incorporate what you have learned. What help sources might be available them? What factors make it difficult for them to improve their situation? Why do agencies like the CERSO Center have difficulty obtaining funding? Gather similar information about your community's resources for runaway youth. As a class, create a handbook for distribution in your media center about these resources.

INTERNET: http://www.andrews.edu/~mayr/chile.htm

EGYPT SUBWAYS: EGYPT--TRANSPORTATION--SUBWAYS

2. Why is Cairo building a subway system? How ambitious are these plans? Study conditions in Cairo, then form a class town council to discuss problems facing the city. Include geographic, economic and population data that points to the problems under consideration. Before the council meets, each participant should list and prioritize the problems facing Cairo. After the council discusses and prioritizes these, it should focus on the subway project and how it will affect the problems identified. Considering these problems, is the subway project the best way to spend money? In what ways will it help solve Cairo's most important problems? Are there additional problems that could arise from the subway? Explain.

INTERNET: http://public.carleton.edu/~linksvat/Egypt.html

SINGAPORE AIR: SINGAPORE--ECONOMIC CONDITIONS--AGRICULTURE

3. Why are scientists in Singapore looking for new ways to grow crops without using land? What success have they had with aeroponics? Create displays showing the latest innovations in agriculture, including aeroponics, hydroponics, dry farming and hybrid seeds. Evaluate each innovation's potential application to various situations, such as the Sudan's arid conditions or Singapore's crowded conditions. To what extent is the technology there for people who live in these conditions? What factors inhibit accomplishing that goal? What advantages might Singapore have that will help make aeroponics successful?

INTERNET: http://merlion.singnet.com.sg/~seahss/madveggie.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

adolescent idealistic priorities gridlock congestion
aeroponics germinate organic optimum clones downsized

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******  **   **   *                          Friday, October 4, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Baseball's umpires threaten to strike in a dispute regarding player discipline.	2:30	3:30
HEADLINES	U.S. CONGRESS ADJOURNS; RUSSIA'S YELTSIN ADDRESSES NATION; BALKAN PRESIDENTS AGREE TO FULL DIPLOMATIC RELATIONS.	1:15	4:45
EDITOR'S DESK	P.M. Netanyahu and Pres. Arafat return home to mixed reviews about their Mideast peace summit accomplishments.	2:20	7:05
AROUND THE WORLD	A volcano in Iceland, atop Europe's largest glacier, erupts through 600 yards of ice.	:30	7:35
MIGHTY MISSISSIPPI	(Part V) The river is like all other natural forces -- it gives, and it takes.	5:40	13:15
LOOK AHEAD	Next Week: Water Wars!	1:00	14:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	16:15
MEXICO STOLEN KIDS	A growing number of children are stolen in Mexico each year for many reasons.	3:25	19:40
GROWING DESERT	CHINA: Desert covers one-third of China and it is expanding.	2:35	22:15
UKRAINE ELEPHANT	British doctors raised the money to fix a Ukrainian elephant's toothache.	1:55	23:10
COMPUTER MUSIC	This years International Computer Music Convention was held in Hong Kong.	4:20	27:30
CNN NEWSROOM WORLDVIEW CLOSE		2:30	30:00

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ANCHOR DESK

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TOP STORY: THE UMPIRES STRIKE BACK

1. What did Baltimore Orioles' player Roberto Alomar do that has embroiled Major League Baseball in controversy once again? How did Major League Baseball respond to his action? Explain how the Umpires' Association is responding to Alomar's punishment. How might the entire post-season be affected?

2. Help students create a survey to find out how local fans feel about this latest incident in Major League Baseball.
   a. First, discuss why survey questions should be unbiased, then have students offer some objective survey questions. Write these on the board.
   b. Have the class select the best five questions, then use these to conduct informal polls of their families/friends.

   Have students present their results. Collate and publish the results in the school newspaper.

EDITOR'S DESK/NEWSQUIZ

3. Challenge students on their recall and understanding of this week's NEWSROOM TOP STORY, the Mideast Summit. Distribute a copy of the NEWSQUIZ (pg 4) to each student and have students fill in the blanks covering 4 of the 5 W's of a news story on the Summit (WHAT is given). ANSWERS will vary slightly: WHY -- tunnel opening, control of Jerusalem; WHEN -- last week, this past week; WHERE -- Jerusalem, Washington, DC; WHO -- Yasser Arafat, Benjamin Netanyahu, King Hussein, Warren Christopher.

MIGHTY MISSISSIPPI

4. Explain fisherman Fred Uzzle's "love/hate" relationship with the Mississippi River. Why is his way of life threatened? What does he believe the future holds for his sons?
5. Commercial fishing is dying in many places where it was once a thriving industry. Challenge groups of students to find out why this is happening. They will want to research the environmental and economic factors that have contributed to this trend. Share findings and discuss what measures might be taken to make commercial fishing a lucrative practice again.

MEDIA LITERACY

6. Distribute the MEDIA LITERACY HANDOUT (pg 3). Instruct students to use it as they watch Sunday night's presidential debate between Bill Clinton and Bob Dole. Have students note their observations in each of the categories given, then share their observations with the class. Discuss student responses to the summary questions at the end of the HANDOUT.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Umpire's Association MLB Intifada Hosni Mubarak bureaucracy

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* * * * * * MEDIA LITERACY:
******** ** ** STUDENT HANDOUT: ANALYZING THE DEBATE

DIRECTIONS: Watch this Sunday's scheduled presidential debate and note your observations about each candidate below.

	BILL CLINTON	BOB DOLE
Appearance		
Tone of voice		
Ability to respond to questions/ address issues		

"Scored points" by saying/ doing...		
"Lost points" by saying/ doing...		

Share your analysis with the class. Then discuss your responses to these questions:

1. In your opinion, who "won" this debate and why?
2. Does a visual medium seem to favor one of these candidates over the other? If so, whom and why? If this debate had been broadcast solely over the radio or published only in written format, might that have changed its outcome? Explain.
3. How might participation by other candidates have altered the debate and its outcome?

PEACE IN THE MIDEAST?

DIRECTIONS: The Mideast Peace Summit dominated this week's news. Recall as much detail as you can of the 5 W's (WHO, WHAT, WHEN, WHERE, WHY) of this TOP STORY.

WHAT: MIDEAST PEACE SUMMIT

WHY: (event catalyst):_____

(underlying issues): _____

_____

_____

WHEN: _____ (event) _____ (summit)

WHERE: _____ (event) _____ (summit)

WHO: NAME: COUNTRY:

_____ _____

_____ _____

_____ _____

_____ _____

QUESTIONS:

1. What appears to have been accomplished by the summit?

2. What issues remain to be resolved between these two national groups?

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********    **    ** NEWSROOM WORLDVIEW
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MEXICO STOLEN KIDS: MEXICO--CRIME--KIDNAPPING

1. How are children typically stolen in Mexico? What happens to them once they are kidnapped? Gather information about the conditions in which many Mexican children grow up. On a poster, place a picture, drawing or graphic in the center to represent them. In RED boxes around this picture place images that represent the threats to their welfare. In GREEN boxes place images representing factors that support and protect children there. Use arrows to focus each of the images on that of the children in the center. Study your poster. What conclusions do you draw? Place a number by each of the threats to indicate how important you think it is compared with the other threats. Why did you choose the priorities you assigned? How do you think growing up in such conditions might affect the children there?

INTERNET: http://www.nerdworld.com/nw837.html

GROWING DESERT: CHINA--ENVIRONMENT; DESERTS

2. What factors indicate that the desert is expanding in China? How might this affect life in China? Using a key of your choice, indicate the following: a) desert areas, b) densely populated areas, c) arable land, d) major sources of water and e) high mountainous regions. What conclusions do you draw from your map? Find out how many people would be on each square kilometer of arable land in China if the population was distributed evenly. Why is this number important? Compute similar figures for other countries and compare them with those for China. Using what you have learned, why might China be especially disturbed about the expansion of the desert?

INTERNET: http://www.eecs.ukans.edu/~btwang/China/China.html#PRChina

UKRAINE ELEPHANT: UKRAINE--ECONOMIC CONDITIONS; ZOOS; INTERNATIONAL COOPERATION

3. How was the aching elephant helped? What is the condition of zoo animals in the Ukraine? Gather information about economic conditions in the Ukraine. Include data for employment, GNP, inflation, government revenue and other indicators of the economic health of the country. Graph and study your data. How would you characterize the state of the Ukrainian economy? Does the economy appear capable of supporting a zoo? What do you think should be done to help the zoo animals there?

INTERNET: http://www.city.net/countries/ukraine/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

reunited mutilated deterrent greenery strategic oasis limitations parameters flexibility skeptic timbre adage

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******  **   **   *                          Monday, October 7, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. Pres. Clinton, challenger Bob Dole square off in the first of two televised presidential debates.	3:30	4:30
LOOK AHEAD	Turner Adventure Learning is taking a field trip! Join us, Oct. 15-16.	:40	5:10
DEMOCRACY DESK	Five U.S. presidential candidates, each representing small political parties, promote their parties' platforms.	2:20	7:30
AROUND THE WORLD	Mideast negotiators agree to talks on redeploying Israeli troops from Hebron.	:30	8:00
WATER WARS	(Part I) Community, ecological interests collide over the elevated use of aquifers.	6:05	14:05
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:10	16:15
HONG KONG LIBERATION	Hong Kong fears it will lose many of its traditions when China takes over.	3:00	19:15
THIS DATE	In 1985, terrorists seize a cruise ship.	:30	19:45
LATAM CITIES	Small South American cities struggle as growth seems to pass them by.	2:50	22:35
SINGAPORE RAIN	Singapore is caught in a cycle of heavy floods and limited drinking water.	2:40	25:15
AFRICAN FOOTPRINTS	The footprints of the earliest human may have been found in Tanzania.	4:10	29:25
CNN NEWSROOM WORLDVIEW CLOSE		:35	30:00

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ANCHOR DESK
TOP STORY: CLINTON/DOLE DEBATE

1. Distribute the HANDOUT (pg 3). Group students to research and summarize each candidate's views for each issue raised in the debate. Share information, then assist the class in staging its own presidential debate. Allow students to play the roles of the candidates, campaign staff (who prepare and coach the candidates), journalists/moderators and set designers. Invite another social studies class to your presentation.

DEMOCRACY IN AMERICA DESK: OTHER CANDIDATES

2. Review the information given in the RESOURCE (pg 4). Discuss third party candidates' views as presented in the video. Then

ask: Do third parties serve a purpose in the U.S. political system? If so, what is it? What would a third party have to do to become a serious, enduring force in U.S. politics?

WATER WARS: (PART I)

3. BEFORE VIEWING: Ask students how they get their water and to name ways they depend daily on available water. What do they imagine their lives would be like if they had less water? AFTER VIEWING: Define "drought" and "irrigation." How important is irrigation to a farmer in a drought year? On the basis of the video report, have each student create a graphic representation of the effect of inadequate and/or "bad" water. Display students' work and use it to spark discussion of the importance of water to survival.
4. What is an "aquifer" and why are the communities shown in the video at odds over aquifer use? Group students to discuss the concerns expressed by the farmers and the environmentalists. Ask each group to develop a list of pros and cons for both positions, then use these to create debate topics. Hold short, informal debates between groups. Afterwards, have each student write a paragraph stating and defending his/her position.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Bill Clinton Bob Dole Ross Perot Reform Party Green Party
Natural Law Party U.S. Taxpayers Party Libertarian Party
drought irrigation aquifer reservoir habitat "bad water line"

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* On October 15 & 16, join Turner Adventure Learning on a *
* live electronic field trip "Behind the Scenes" at the *
* next presidential debate. Witness the impact of televised *
* debates on the electoral process as you and your students go *
* Behind the Scenes for Election '96. Curriculum materials *
* enhance the educational experience! Call 1-800-639-7797. *
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******** ** ** STUDENT HANDOUT: CLASH OVER IDEOLOGY

DIRECTIONS: Use your media resources to gather information on the points of view expressed by Bill Clinton and Bob Dole in last night's presidential debate. Summarize each candidate's views on each issue.

ISSUE	BILL CLINTON	BOB DOLE
Taxes		
Special Interest Influence		
Social Welfare Policy		
Foreign Policy		

Drug, Tobacco Policies		
Education		
Federal Deficit		
Other issues: _____ _____		

Compare your information with that of other students. Then prepare and stage a class presidential debate. Use the information you have gathered as the framework for students acting as the candidates, their campaign staffs and the journalists/moderators.

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* * * * * * DEMOCRACY IN AMERICA DESK:
******** ** ** STUDENT RESOURCE: WHY ONLY TWO PARTIES?

Why is the United States the only major Western nation that does not have at least one significant, enduring national third party? Here are several possible explanations.

1. Many European nations use proportional representation (awarding legislative seats in proportion to the number of votes received) which guarantees parliamentary seats to any faction receiving at least 5% of the vote. The United States has a single-member, plurality electoral system requiring a party to get more votes than any other party to win. Placing second, even by one vote, doesn't count. This condition encourages grouping political interests into as few parties as possible, namely two.

2. The laws in most U.S. states require third parties to secure large numbers of voter signatures in order for the party to earn a place on the ballot.

3. Although Democrats and Republicans in state legislatures may have little in common ideologically, they share a common goal -- to cut the political pie into as few pieces as possible, that is, to prevent other parties from sharing power. Introducing additional parties and ideologies would mean less legislative accomplishments for the two major parties.

4. Public funding for campaigns, or financing from taxpayer dollars, is more generous for the two major parties. At the national level, third-party candidates like Ross Perot receive federal money AFTER the general election and only if they have captured more than 5% of the vote. Major party candidates, by contrast, get large grants immediately after their summer convention nominations.

5. Some claim that the media is "legitimately" biased against third parties, giving them less press coverage. If this is true, then the media is only reflecting political reality and "it would be

absurd" to expect them to offer equal time to all parties who wanted it.

6. The "dualist theory," which some political scientists describe as over-simplistic, suggests that there has always been an underlying binary nature to U.S. politics: North vs. South, urban vs. rural, etc., pushing politics into two camps.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

O'Connor, Karen and Larry J. Sabato. AMERICAN GOVERNMENT: ROOTS AND REFORM, 2nd Ed. Needham Hgts, MA: Allyn & Bacon, 1995. pp. 459-462.

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********    **    ** NEWSROOM WORLDVIEW
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HONG KONG LIBERATION: HONG KONG--POLITICS; CHINA--HISTORY

1. Each year Hong Kong celebrates August 26th? Why? What impact do they fear the Chinese takeover will have on their tradition? Take a closer look at modern life in Hong Kong. Construct a study of the effect of British control on the city-state, focusing on the daily life of individuals or families. How will the reversion of Hong Kong to Chinese control affect the social, political and economic life? Write a brief sketch or a story about how a citizen of Hong Kong might feel about the future as a citizen of China.

INTERNET: http://linc.cis.upenn.edu/~tsang/hk.html
http://www.hk.super.net/~milesj/#HKnews

LATAM CITIES: SOUTH AMERICA--ECONOMIC CONDITIONS--CITIES AND TOWNS

2. What problems face South America's smaller cities? How are they different from those experienced by the larger cities? Develop a comparative study of Cuzco and Lima in Peru, Valdivia and Santiago in Chile, or a similar pair from another South American country. Compare social, political and economic differences; also, look at their specific problems. What are the advantages and disadvantages of each of the two cities studied? Which of the two has the most solvable problems? Why do you think smaller cities have more difficulty getting money and assistance from outside organizations or governments? Is mass movement from the smaller to the larger cities an advantage or disadvantage for the smaller cities? Explain.

INTERNET: http://artworks.apana.org.au/hypertext/DataSources/WWW/South_America.html

SINGAPORE RAIN: SINGAPORE--ENVIRONMENT; WATER RESOURCES DEVELOPMENT

3. Why does Singapore have a shortage of water? What solution has been found? Find a map of Singapore. Redraw the map on a poster, indicating the natural and human-made features and other indicators of land use. Note, especially, land that is used for agricultural purposes, or is available for such use, and the water resources available to the city-state. Why is the efficient use of land important to Singapore's people? Why do the new style of rain catchers appeal to this sense of efficiency? Can you suggest alternative ways to collect water that might lessen their dependence on foreign sources?

INTERNET: http://city.net/countries/singapore/
http://www.iscs.nus.sg/~engpinkw/link.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

pageantry interference milestone autonomy habitat unique preservation equilibrium placid monsoon density rain catcher

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******  **   **   *                          Tuesday, October 8, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Car bombs explode in Northern Ireland.	3:00	4:00
HEADLINES	PAIR SHARES NOBEL PRIZE FOR MEDICINE	:45	4:45
INTERNAT'L DESK	Cambodia's farmers have a brand new cash crop -- marijuana.	2:50	7:35
FYI	Water usage in Las Vegas Valley	:35	8:10
WATER WARS(PT II)	Las Vegas, "gaming capital of the world" and a desert city, uses more water per capita than any other major U.S. city.	5:45	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	15:50
COLOMBIA ROAD RAGE	Driving is risky business in Bogota, Colombia's capital city.	2:30	18:20
RUSSIANS IN NEW YORK	Some Russian Jewish immigrants encounter religious controversy in their new home.	3:10	21:30
KENYA LION KILLERS	African lions are falling prey to a new, deadly virus.	3:30	25:00
PERU MUMMY	Peruvian burial site raises questions about the people of pre-Colombian Peru.	:40	25:40
MENDHI ART	Ancient Indian art form finds new appreciation among Western collectors.	2:45	28:25
CNN NEWSROOM WORLDVIEW CLOSE		1:35	30:00

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TOP STORY: EXPLOSIONS IN NORTHERN IRELAND

1. What was the target of yesterday's bombings in Northern Ireland? Why are British troops housed there? Who wants them to remain? Who wants them out?
2. Help students familiarize themselves with the different parties in the N. Ireland conflict. Group students. Have each group

a) research one of the interests involved (e.g., IRA, Sinn Fein, British government) and b) report on its perspective of the situation in Northern Ireland.

WATER WARS (PART II): LAS VEGAS

3. What are Pat Mulroy's job challenges? Explain why her idea is "not an easy sell."
4. What is your community's source of fresh water? Who regulates it? Have student groups consult local officials to learn more about the community water supply. Distribute the HANDOUT (pg 4) and have groups answer each question about their drinking water. Discuss the system's assets and liabilities. Can it meet the needs of a growing populace and withstand threats of pollution and drought? Discuss.

INTERNATIONAL DESK: CAMBODIA DRUGS

5. Discuss the traditional use of marijuana in Cambodia and the factors that have brought changes to their farming practices.
   a. Who are the "players" in this production process? Have students locate on a map Thailand, Cambodia and Cambodia's Koh Kong and Khampot provinces.
   b. What is Cambodia's per capita income? How much can a farmer earn from marijuana as a cash crop?

   Group students to research to create a profile of the economic and social conditions of Cambodia's farmers. What does this income represent to the farmer? to traffickers? Explain.
6. Distribute copies of the HANDOUT (pg 3); review how Cambodia's crop is marketed. Have groups find information about other populations who survive on similar drug proceeds. Have groups
   a. create a graphic of the drug economy "food chain."
   b. mark on a map major drug routes, from the source nations to their consumers.

   Compare commonalties among producers and consumers. Brainstorm ways governments can offer farmers incentives such that they do not have to resort to drugs as cash crops to survive.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

IRA	Sinn Fein	George Mitchell	barbaric	marijuana
Mekong River	Phnom Penh	irrigation	Las Vegas	Lake Meade

***** DESK: CAMBODIA DRUGS

DIRECTIONS: Use media resources to search for information about countries whose populations survive on drug trafficking proceeds. In the chart below, note the per capita income, other information about the social and economic lives of the people, government responses and the location of their "consumers." Pay particular attention to any patterns you might perceive among producer and/or consumer nations. Possible regions: Golden Crescent, Golden Triangle, Near East, South America, Central Asian States (CIS).

REGION/ COUNTRY	ECONOMIC/SOCIAL CONDITIONS	GOVERNMENT RESPONSE	ROUTE TO AND LOCATION OF CONSUMERS

Internet: http://www.alternatives.com/crime/DRUGTRAF.HTML

STUDENT HANDOUT: COMMUNITY WATER SURVEY

DIRECTIONS: Working with other students, consult local officials to learn more about your community's water supply. Note your answers to the questions below.

1. What is the source of your community's water? Where is this source located? Does any other city, county or state share this source? Explain.

2. How does water from this source make its way to your community? Who controls and monitors this water system?

3. What is the approximate capacity of this water source?

4. Has this source of water ever been jeopardized due to natural or human-made causes (e.g., drought, pollution, depletion)? If so, explain.

5. Has your community ever dealt with water restrictions or regulations on using water? If so, when and why? What measures were undertaken?

6. Is there enough water in your community's water source if your community were to experience rapid growth over the next 5-10 years? Do community leaders have a plan to cover water needs in the future? Discuss some plans to meet future water needs.

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********    **    ** NEWSROOM WORLDVIEW
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COLOMBIA ROAD RAGE: COLOMBIA--TRANSPORTATION

1. Describe Bogota's traffic problems and why they are thought to be particularly acute. How have authorities attempted to solve the problem? Compare South America's major cities by generating two index numbers.
   a. The first, "autos per square mile," is computed by dividing the number of cars by the area in square miles or kilometers. Be consistent! The second, "people per vehicle," is computed by dividing the population by the number of vehicles.
   b. In comparison, how bad is Bogota's congestion problem? How valuable are these index numbers? What shortcomings might they have? What other data might give a better idea of the traffic situation in a major city?

   Use your ideas to develop your own index numbers and compare Bogota with cities outside of South America in order to answer the question, how acute are Bogota's traffic problems?

INTERNET: http://www.colostate.edu/Orgs/LASO/Colombia/

RUSSIANS IN NEW YORK: USA--IMMIGRATION AND EMIGRATION; RELIGION

2. Why are immigrant Russian Jews thought to be more susceptible to messianic teachings? What techniques are used to convert them? Gather information on religious proselytizing, especially by groups such as Jews for Jesus. Invite a speaker from the American Civil Liberties Union (ACLU) or another rights organization to discuss the issues involved. Use your data to create debate topics focusing on the underlying issues of religious freedom, freedom of speech and the right to privacy. In your opinion, whose rights are most important here? Explain.

INTERNET: http://shamash.org/lists/russian-jews

KENYA LION KILLERS: KENYA--WILDLIFE--LIONS; WILDLIFE--EPIDEMICS

3. What types of diseases threaten the lion population? Why is the vaccination of domestic dogs thought to be the solution to the problem? Make a drawing showing Kenya's lions' food chain. Identify points in the chain where the transmission of viruses and bacteria might take place. At which of these points is it most practical to initiate a program to prevent further infection? Is the idea to vaccinate the dogs valid? Explain.

INTERNET: http://www.sas.upenn.edu/African_Studies/Country_Specific/Kenya.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

social Darwinism food chain epidemics carnivores contagious

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******  **   **   *                          Wednesday, October 9, 1996
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Title	Program Rundown	Segment	Program
***	DUE TO TECHNICAL DIFFICULTIES, TODAY'S PROGRAM IS NOT CLOSED-CAPTIONED. WE REGRET ANY INCONVENIENCE.		***
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	British troops are extra vigilant in the wake of Monday's bombings.	2:40	3:40
HEADLINES	POPE HAS SURGERY; NOBELS IN ECONOMICS	:40	4:20
BUSINESS DESK	Disney World has had a profound impact on life in Orlando, Florida.	2:45	7:05
LOOK AHEAD	-Debate: Behind the Scenes (See pg. 2) -TONIGHT ON CNN: Live coverage at 9:00 ET of the only vice-presidential debate.	1:10	8:15
WATER WARS	(Part III) The American River in California is swimming in controversy.	5:30	13:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:15	15:00
TOP OF THE WORLD	American bombs that targeted Laos during the Vietnam War continue to be a hazard.	4:35	19:35
INVISIBLE WORKFORCE	JAPAN: Illegal immigrants are necessary to maintain Japan's competitive edge.	2:45	22:20
EGYPT SOCK BALL	Some players in Egypt have discovered a solution to their equipment shortage.	2:45	25:05
PHILIPPINE ZOO	The Manila Zoo is getting a makeover that patrons fear may boost entry fees.	2:05	27:10
BRITAIN ROMAN GAME	Archaeologists unearth some playful history in Colchester, England.	1:25	28:35
CNN NEWSROOM WORLDVIEW CLOSE		1:25	30:00

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TOP STORY: AFTERMATH OF BOMBING IN NORTHERN IRELAND

1. Who has claimed responsibility for the most recent car bombings in Northern Ireland? What kind of information will help authorities substantiate this claim?

2. According to one quote in today's video, "There is no peace process; it's dead." In class discussion, ask students to assess the chances for peace in N. Ireland in light of the recent attacks. What might be done to improve the odds for a long-term peace? What is Sinn Fein? In students' opinions, should Sinn Fein's leaders be allowed to participate in any new peace talks? Why/Why not?
3. Group students to research the causes of "The Troubles" in Northern Ireland. What issues have been at the core of so much violence and tragedy? Share findings then challenge each student to write a brief paper comparing what is happening in Northern Ireland to a similar conflict elsewhere in the world.

WATER WARS (PART III): AMERICAN RIVER

4. Have students role-play a Congressional hearing to offer views on whether or not the Auburn Dam project should continue to receive federal funding. Choose one group of about 8 students to serve as the Congressional Committee. Gather the remaining students into 4 small groups, each representing one of the following interests:
   a. environmentalists
   b. business people (like Nate Rangel) who make their living on tourism on the river
   c. City of Sacramento water department officials concerned about flooding and future water consumption
   d. local taxpayers' group that wants the project completed

   Have each group gather evidence to support its claim that the dam should/should not be funded. Allow each interest a specified time period to make its case before the Congressional Committee. After all groups have presented their views, allow the Committee to meet and issue a written statement as to its decision. Afterwards, discuss the experience and what students learned from it.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Continuity Army Council Loyalists Protestant paramilitaries
American River "adrenaline junkies" Auburn Dam Sacramento
whitewater rafting levee canyon livelihood veto reservoir

ORLANDO'S DESK: GROWTH

1. BEFORE VIEWING: Ask students to think of themselves as city council members for their community. Disney wants to build a theme park in their area and has contacted the council. Invite them to discuss the pros and cons of such a move.

2. AFTER VIEWING: Instruct student groups to take 15 minutes to carefully weigh the pros and cons of allowing Disney to build a theme park locally. Groups can use a Ben Franklin Close:
   a. Divide the paper vertically
   b. List pros in one column, cons in the other.
   c. Rate each pro and con on a scale of 1-5, 1 = no importance and 5 = great importance.

   Spend the remaining class time discussing the Disney question in light of this more careful analysis.

3. Discuss with students the ramifications of human encroachment in natural habitats for:
   a. animals that use that habitat;
   b. plants, both indigenous and exotic;
   c. humans who choose to live and work there; and,

d. larger ecosystems that depend on the health of specific habitats.

Distribute the HANDOUT (pg 4) and ask student groups to discuss the implications of each quote for businesses.

a. How would each speaker define Disney's social responsibility?
b. Would they agree or disagree with the decision of Orlando's "city fathers" to let Disney build in the area?

Ask groups to write statements of responsible intent for a business proposing to build a theme park in their local area.

4. Briefly discuss the implications of the following argument with students: Should social responsibility be an important objective for a business?
   a. YES: Businesses form a significant part of society and should, therefore, be responsible for helping to maintain and improve societal welfare.
   b. NO: Social responsibility and profit goals represent a conflict of interest; a business's sole objective should be to pursue profits.

   Invite students to write a persuasive essay expressing and supporting their point of view.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

catalyst turnstiles infrastructure tourism burgeoning growth

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******** ** ** STUDENT HANDOUT: SOCIAL RESPONSIBILITY

DEFINITION: Social responsibility of a business -- "the managerial obligation to take action that will protect and improve not only the interests of the organization but also the welfare of society as a whole." Samuel Certo, in BUSINESS, 3rd ed., Allyn & Bacon

DIRECTIONS: Read the statements below. How would each speaker define Disney's social responsibility? Do you believe Disney has fulfilled that obligation? Below each quote, note the important points of your group discussion for later use.

"When all is said and done, we have only this one planet to inhabit. We are, or should be, more than anything else, the stewards of this unique oasis in an otherwise apparently barren and inhospitable universe."
HRH The Prince of Wales, from SAVE the EARTH

"The practice of conservation must spring from a conviction of what is ethically right, as well as what is economically expedient."
Aldo Leopold, from A Sand County Almanac

"We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect."
Aldo Leopold, from A Sand County Almanac

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LEGACY PART I: LAOS--POLITICS; U.S.--HISTORY--VIETNAM WAR, 1961-1975

1. How did the Laotian countryside become littered with small bombs? What actions are taken to remedy the situation? Research the political events in Laos during the Vietnam War Era, beginning with its independence from France in 1953 until its king's abdication and the seizure of power in 1975 by the Vietnamese-backed Pathet Lao. Place your data on a timeline on which you compare events in Laos with those in Vietnam during that period. What similarities do you see between the histories of the two countries? What role did the U.S. and Vietnam play in Laos? Was Laos a victim of, or an active participant in, the Vietnam War? Explain.

INTERNET: http://www.monash.edu.au/ftp/pub/bane_lao/laoweb/laoVL.htm

INVISIBLE WORKFORCE: JAPAN--ECONOMIC CONDITIONS--LABOR SUPPLY

2. Why is international and, more often illegal immigrant, labor important to the Japanese economy? What problems do these workers experience in Japan? Examine statistics for the number of foreign laborers working in Japan and wages for unskilled laborers during the past decade. Graph your data and identify any trends. How have the number of workers and wages changed with time? If the government is successful in deporting many of these laborers, what effect will this have on wages in Japan and on Japan's ability to compete with other nations? What costs would be involved if Japan made the workers legal? What would you advise the Japanese government to do?

INTERNET: http://lang.nagoya-u.ac.jp/~matsuoka/Japan.html

EGYPT SOCK BALL: EGYPT--RECREATION

3. WHILE VIEWING: Write down the rules for sock ball and the directions for making the ball. How do the rules of the game and the equipment used differ from those in regular soccer? AFTER VIEWING: Use what you have learned to a) make a sock ball, b) organize teams and c) play the game under conditions similar to those in Egypt. Why did the young Egyptians develop sock ball? To what extent does it teach the skills needed for soccer play? What advantages does the game have over soccer? Do you think the sport will ever become popular elsewhere? What does sock ball tell you about the character and values of young Egyptians?

INTERNET: http://public.carleton.edu/~linksvat/Egypt.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

fragmentation debris munitions humanitarian ordinance passion affordable makeover equivalent rehabilitate gentile barbarian

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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Al Gore and Jack Kemp face off in the vice-presidential debate.	3:00	4:00
HEADLINES	MIDEAST EARTHQUAKE; NOBEL PRIZES	1:00	5:00
SCIENCE DESK	CNN meteorologist Dave Hennen explains what the jet stream is and how it works.	3:00	8:00
LOOK AHEAD	TOMORROW: "Monumental" sites	:30	8:30
WATER WARS	(Part IV) Meet an environmentalist who will "fight city hall" to keep the Chattahoochee River clean.	5:20	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	15:25
TOP OF THE WORLD	U.S. workers help to find and remove U.S. bombs left over from the Vietnam War.	3:50	19:15
HONG KONG ORIGINS	Hong Kong used to be a very different city from the modern one people know now.	3:40	22:55
CHILE CLOUD HARVEST	In Chile's desert region, people have good reason to look forward to cloudy days.	3:00	25:55
GREEK CHIC	Ancient Greek culture is chic in the U.S.	2:45	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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ANCHOR DESK
TOP STORY: VICE-PRESIDENTIAL DEBATE

1. Which two vice-presidential candidates were invited to debate last night in St. Petersburg, Florida? Why were they the only vice-presidential candidates invited to this debate?
2. Based on what you have seen of the vice-presidential debate, which candidate do you think came across as more confident? Relaxed? Truthful? On what do you base your response? On a scale of 1 to 10, with 10 as "most effective," how effective do you think each candidate was in helping his party's campaign ticket? Explain your response.
3. Working in groups, have students search for information on the issues and vice-presidential candidates' stands presented in last night's debate. Have each group create a side-by-side

comparison of Al Gore and Jack Kemp on these issues. Instruct groups to create posters to present their comparisons. Post these around the classroom.

4. Have students consult their texts or other resources to find out what the Constitutional requirements are for a person to serve as vice-president. Discuss student findings. Then ask students to work in groups to determine some of the political requirements a presidential candidate considers when choosing a running mate. Lead a class discussion of how each of these factors played a role in the selection of Al Gore and Jack Kemp. Which candidate do students think helps his "boss" more? Discuss.
5. Read the following statement by John Adams to students and generate a discussion about its meaning: "I am Vice President. In this I am nothing, but I may be everything." Then ask: In your opinion, should voters consider the vice-presidential candidate when making their decisions? Have each student choose any one candidate running for vice-president this year and conduct research to learn more about his views and background. Direct each student to write a paper explaining why this individual should or should not be elected to the position that is "a heartbeat away" from the presidency.

WATER WARS (PART IV): KEEPER OF THE UPPER CHATTAHOOCHEE

6. Explain Sally Bethea's role in a "water war." What kinds of pollution has she found in the Chattahooche River? In what ways has she tried to combat this pollution?
7. Group students. Direct each group to choose a river (a local river preferably) and research the human threats to that river. Have each group present its findings along with a plan to reverse the tide of pollution for that ecosystem.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Al Gore Jack Kemp Chattahoochee River non-point source pollution

DESK: JET STREAMS

1. BEFORE VIEWING: Ask students to describe jet streams. When they hear this term used, who uses it and why?

2. AFTER VIEWING: Ask students how the jet streams described in the video differed from their idea of jet streams. Ask: What else would you like to know about jet streams. Why?

3. Jet streams have been described as rivers of air winding through the atmospheric ocean. Is this analogy apt? Why/Why not? Do rivers of water wind through the watery ocean (e.g., the Gulf Stream, El Nino, etc.)? Have students a) research to find the causes and effects of ocean currents; and, b) write papers comparing atmospheric jet streams and ocean currents. Place the papers in the media center or the earth science classroom for other students to read.

EXTENSION: Have students find out if there are rivers of magma flowing through the earth's crust. How do these currents compare with the ones studied?

4. How high up is Earth's atmosphere? What are the different levels called? How do these differ from each other? What movements of air occur in each level? Why? How does the atmosphere over the poles differ from that over the equator? Arrange for student access to media materials to research

atmospheric considerations. Challenge the class to devise a model of Earth's atmosphere, using students to represent different levels, jet streams, storms, etc. Arrange for students to use the athletic field, playground, gym or commons area to demonstrate their model. Invite other classes to observe and learn about Earth's atmosphere.

5. What is meant by a low and high pressure areas? Which one is associated with fair weather? Why? Distribute copies of the HANDOUT. Challenge students to use information from the video and other reference materials to investigate different jet streams. Then, have them use weather reports from archived newspapers or on-line sources to correlate the position of the jet streams over their area to the local weather. Challenge student groups to produce informative brochures explaining how the position of the jet stream affects local weather. Send the best brochures to a local TV station. Distribute additional brochures at PTSA meetings.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

upper level jet polar jet subtropical jet trough ridge

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******** ** ** STUDENT RESOURCE: DEALING WITH THE JETS

DIRECTIONS: Probing the upper atmosphere has confirmed the existence of ribbons of rapidly moving air, normally 180 to 300 miles wide and up to two miles thick. Jet streams meander around Earth at altitudes of 30,000 to 50,000 feet with speeds 60-300 mph. These ribbons of air cause droughts, blizzards and beautiful weather. Use information from the video and other sources to investigate the two most important jet streams affecting North American weather. Then use archived newspaper or on-line resources to find how the position of these jet streams affect your local weather.

NAME OF JET	RANGE OF LATITUDES	DIRECTION	ASSOCIATED WEATHER
SUBTROPICAL			
POLAR			

POSITION OF JETS	WEATHER TO BE EXPECTED	
	SUMMER	WINTER
both north of my location:		
both south of my location:		
polar jet north		
subtropical jet south		

jet streams merge		
polar jet over my area		
subtropical jet over my area		

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********    **    ** NEWSROOM WORLDVIEW
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LEGACY, PT II: LAOS--POLITICS; U.S.--HISTORY--VIETNAM WAR, 1961-1975

1. Why is it difficult to clean up all of the unexploded bombs left over from the Vietnam War? How have the local farmers handled the situation? Create a snapshot of life in Laos at the time of the communist takeover in 1975. Gather information about the communist reforms implemented in 1979 and the late 1980s. Include this data in your snapshot, along with data on current living conditions.
   a. How successful have the reforms been in revitalizing the economy?
   b. To what extent does the video image for this story fit your data?
   c. Why do you think the farmers have had to deal with the leftover bombs without government assistance?
   d. Why is the Laotian government cooperating with the U.S. government in removing the bombs?

INTERNET: http://www.monash.edu.au/ftp/pub/bane_lao/laoweb/laoVL.htm

HONG KONG ORIGINS: HONG KONG--HISTORY

2. What was Hong Kong like in the 19th century? How has Jardine Matheson been involved in Hong Kong's history since that time?
   a. Have small groups of students gather information about specific decades in the history of Hong Kong and use their data to write brief scenarios representing important events or persons in the life of the city.
   b. Have groups make brief presentations to the class.

   Focus a follow-up discussion on aspects of Hong Kong's character that have always been present in the activities of the city-state. Students should consider what these patterns and trends suggest for Hong Kong's future.

INTERNET: http://linc.cis.upenn.edu/~tsang/hk.html

CHILE CLOUD HARVEST: CHILE--ENVIRONMENT; CHILE--DESERTS; RAIN

3. Why did the people of Hungango have a water shortage? How have they greatly improved their situation by catching clouds? Have students make models/drawings of the Hungango cloud catchers in order to study how they work. Studies should be made also to discover areas that have similar weather conditions. Does the cloud catcher technology have the potential to help in a number of global situations or is it applicable only in the unique conditions in Chile? Explain.

INTERNET: http://www.city.net/countries/chile/categories.html#info

----------WORLDVIEW: TODAY'S NEWS TERMS----------

denominator cluster bomb detonate demolition dormant saturate turnover garrison rabble sanctuary verandahs intertwined

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******  **   **   *                              Friday, October 11, 1996
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Israeli P.M. Netanyahu's rocky relationship with Jordan's King Hussein creates new tension in the Middle East.	3:50	4:50
HEADLINES	TIME-WARNER, TURNER BROADCASTING SYSTEM TIE THE KNOT	:35	5:25
EDITOR'S DESK	U.S. vice-presidential candidates debate each other, zeroing in on the economy; Northern Ireland police arrest suspect in two car bombings.	3:35	9:00
LOOK AHEAD	Next Week: Young rodeo circuit riders	:50	9:50
ST. LOUIS ARCH	The graceful St. Louis Gateway Arch is an architectural and engineering feat.	3:30	13:20
BEYOND GAME	Kid fan snatches instant fame.	:35	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	15:30
LAOS LEGACY PART III	Laotians have learned to adapt to bombs in their gardens and to other difficulties.	3:40	19:10
BASEBALL AGENT	Some Japanese players play for U.S. teams now, thanks to their agent.	2:35	21:45
YOUTH AMBASSADORS	U.N. is sending a group of young people around the world as peace ambassadors.	3:55	25:40
INDIA PAINTER	A young woman has overcome enormous obstacles to put her art on canvas.	2:20	28:00
CNN NEWSROOM WORLDVIEW CLOSE		2:00	30:00

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TOP STORY: ISRAEL/JORDAN

1. Who appears to be the "chief beneficiary" of the tension between Israeli Prime Minister Netanyahu and Jordan's King Hussein? Describe the actions Israel's President Ezer Weizman has undertaken in order to establish damage control.

BEST COPY AVAILABLE

2. Have students locate Jordan on a map of the Middle East. Then assign student groups to investigate Jordan's relationship with the Palestinians, with Israel and with Arab nations, including Egypt. Create a timeline, using as benchmarks the shifting alliances and allegiances in the Middle East in the latter half of the 20th century. Discuss the precipitating factors in each event noted. Then, ask students: What part do you think Jordan's geographic location has played in its choice of allies? Explain. What impact might a scuttled peace treaty have on Jordan? Defend your rationale.

ST. LOUIS GATEWAY ARCH

3. In what way(s) is St. Louis' Gateway Arch a "gateway"? How is it unique in American architecture?
4. Lead a class discussion of famous architecture. List these on the board then read aloud the following quote by British architect Sir Geoffrey Jellicoe: "Architecture is to make us know and remember who we are." Discuss 1-2 of the listed architectural examples in light of this statement. Group students and divide the list among the groups, challenging them to find interesting facts about their assigned structures. Have groups a) create a visual and narrative presentation for one of the structures and b) state how it exemplifies Jellicoe's statement.

MEDIA LITERACY

5. Distribute a copy of the HANDOUT (pgs 3 & 4) to each student. Discuss the directions for using the DATA COLLECTION SHEET (pg 4) to survey public opinion on the Election '96 media coverage.
   a. After the survey is completed and analyzed, discuss students' impressions of the public's view of the media.
      i. What adjectives from the list on page 3 turned up most often in the students' interviews?
      ii. Do students believe their data expresses positive, neutral or negative attitudes?
   b. Challenge student groups to use their information to develop a list of media DO's and DON'T's.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

King Hussein Benjamin Netanyahu Hosni Mubarak Eero Saarinen

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******** ** ** STUDENT HANDOUT: WATCHING THE WATCHERS

DIRECTIONS: Underline the words shown below that you believe describe responsible coverage of a Presidential election.

clear	telling it like it is	single-minded
factual	compare-and-contrast	hard-hitting
up-front	short and sweet	informative
positive	issue-oriented	thoughtful
in-depth	image-building	judgmental
powerful	strong opinion	objective

1. Using the data collection sheet on the next page, interview at least 3 members of your community who follow the election in the media -- print or radio or TV broadcast -- and who intend to vote. NOTE: If possible, interview one avowed Democrat, one avowed Republican and one Independent. Consider interviewing a member of the local media -- print, radio or TV -- and/or members of the candidates' local campaign staffs.

2. For each comment you hear, check either the PRO, NEUTRAL (NEU) or CON space in the column that names the person who holds the

opinion. REMEMBER: Some people may have varied opinions, so place checks for EACH opinion they give.

3. Ask each interviewee to choose 5 words from the list shown above that they believe summarizes the media's overall performance. List those on the lines at the bottom of the media sheet and quote comments you found especially striking.

4. When you have completed your interviews, count your checks for each media source.
   a. How do the voters rate each media source in terms of information value to the American voter? Media personnel? Candidates?

   b. Are the voters consistent or do they disagree? What about media personnel? Candidates?

   c. What is your opinion?

   d. What adjectives from the list above appear most often in voter commentary? Write 1-2 sentences summarizing voters' opinions on media coverage of Election '96. Include your own.

DATA COLLECTION SHEET

MEDIA	VOTER 1			VOTER 2			VOTER 3		
TV and/or Radio News	PRO	NEU	CON	PRO	NEU	CON	PRO	NEW	CON
Panel Discussion and or Commentary	PRO	NEU	CON	PRO	NEU	CON	PRO	NEW	CON
Political Ads	PRO	NEU	CON	PRO	NEU	CON	PRO	NEW	CON
Television Debate	PRO	NEU	CON	PRO	NEU	CON	PRO	NEW	CON
DESCRIPTIVE ADJECTIVES									

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INTERESTING
COMMENTS: _____

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********    **    ** NEWSROOM WORLDVIEW
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LEGACY PT III: LAOS--POLITICS; U.S.--HISTORY--VIETNAM WAR, 1961-1975

1. How have American bombs changed the lives of the people in Bandong and Gancop Villages? What other changes appear to have occurred since the Vietnam War? Conduct a map study of contemporary Laos.
   a. First, identify and mark the natural features of the country, including rivers, mountains, mineral resources and timber cover.
   b. Next, indicate the places and ways in which the people live, especially in the countryside.
   c. Add pictures or drawings to illustrate the image you are trying to present.

   What conclusions can you draw about the character of the local people? How much potential does Laos have for future economic growth? What does it need most to improve its people's lives?

INTERNET: http://www.monash.edu.au/ftp/pub/bane_lao/laoweb/laoVL.htm

BASEBALL AGENT: JAPAN--SPORTS--BASEBALL

2. To what extent do Japanese baseball players have access to playing opportunities with U.S. teams? What factors promote additional opportunities for these players? Compare Japanese and American game rules, equipment and field size; and, compare statistics for some of the outstanding players from each country. From the data you have gathered, do the Japanese players play under conditions similar enough to allow the comparison of Japanese and American player statistics? Do the Japanese player statistics suggest they would be competitive on American baseball teams? What barriers, beyond skills, might prevent Japanese players from playing on American teams?

INTERNET: http://www.nando.net/newsroom/ap/bbo/1996/mlb/mlb/feat/archive/020796/mlb71627.html

INDIA PAINTER: INDIA--ARTISTS; INDIA--HANDICAPPED; CEREBRAL PALSY

3. Why is it difficult for Madhuri Kapur to paint? How has she overcome the effects of the cerebral palsy? Find out about the causes and effects of cerebral palsy and advances that have been made in the treatment of the disease. Create educational activities or displays to educate other students about this disease. What does the story of Madhuri Kapur and your research tell you about people who have cerebral palsy?

INTERNET: http://www.med.virginia.edu/medcntr/gaitlab/cpinfo.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

agent amateur conflict resolution delegation social status reconciliation commitment inevitable instability obstacles

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******  **   **   *                          Monday, October 14, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The Dole camp is questioning the Clinton camp's ethics over a huge campaign gift donated by an Indonesian billionaire.	4:40	5:40
HEADLINES	KURDISH FACTION RETAKES TOWN; NOBEL PEACE PRIZE AWARDED TO INDONESIAN DISSIDENTS	:45	6:25
DEMOCRACY DESK	Profile of a Congressional race: Newt Gingrich and Michael Coles vie for conservatives' votes in Georgia.	2:30	8:55
LOOK AHEAD	NEWSROOM's "Democracy in America" Weeks October 21st & October 28th.	:35	9:30
YOUNG RIDERS	(Part I) The Junior Rodeo requires as much discipline and heart as does its adult counterpart.	4:55	14:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:25	15:50
MEXICO REBEL	A new rebel group in Mexico seems to be intent on overthrowing the government.	9:20	25:10
BRITAIN'S TREASURE	Treasure-hunters seek gold coins in a 100 year-old wreck.	1:20	26:30
JAPAN POP STAR	Namie Amuro continues to gain popularity as a pop music singer.	2:15	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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TOP STORY: ETHICS CHARGES PLAGUE CLINTON CAMPAIGN

1. What allegations have surfaced lately regarding the Clinton Administration? Why are Republicans and some Democrats calling for a special investigation?

2. As stated in the video, under what circumstances may non-citizen persons and businesses give money to U.S. candidates? Do you think these guidelines are reasonable? Explain. If you represented an international business whose headquarters were outside the U.S., what would you and your company have to gain by donating money to U.S. political candidates?

3. At issue in these allegations is the question of "buying" political influence. Ask students to suggest instances when money and politics become a dangerous mix. What is meant by the term "buying influence"? How does this happen? Who benefits, who loses when it does happen? Group students to research and report on any political scandal in U.S. history involving money. What was the public and government's response in each case? If any of these latest charges are proven true, do students think there would be a public and/or government response? Why/Why not?

YOUNG RIDERS (PART I)

4. In what ways have rodeos changed since they began? Have students recall scenes from the video, comparing them with the adult rodeo events they may have seen in person or on TV. In what ways are they similar/different? Ask: Do you think the Junior Rodeo is adequate preparation for the participation in the adult rodeo? Why/Why not?
5. Discuss the rodeo participation as a sport. What costs are involved? What attributes must participants demonstrate and what rules must they follow? Discuss the importance of the last question in light of students' own athletic participation. Are the attributes and the rules the same for all athletics?
6. Identify the potential emotional and financial "payoffs" for rodeo participation. In particular, name different ways college-bound students can subsidize their education. In groups, have students
   a. use the media center to identify, locate and investigate financial aid resources;
   b. categorize scholarships/resources (academic, athletic art/music/writing, etc.); and,
   c. match their skills/interests with potential money sources.

   Create a class chart/graph comparing the size and number of the different types of awards.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Watergate Lippo Group Nobel Peace Prize East Timor rodeo

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* * * * * * DEMOCRACY IN
******** ** ** AMERICA DESK: GINGRICH VS. COLES

1. BEFORE VIEWING: What are some typical activities candidates for Congress pursue when they are campaigning for office? Where do they get the money to finance these activities?

2. AFTER VIEWING: Who is Newt Gingrich? Who is Michael Coles? What position does each currently hold? What is unique about the way that Michael Coles is financing his campaign? Describe Mr. Coles' political experience. In your opinion, is this an asset or a liability? How is he turning his lack of experience into a political plus?

3. In the video, Mr. Coles is described as a "conservative" Democrat. Mr. Gingrich is also called a "conservative." What does this term mean? Have students search their texts and other resources for explanations of the terms "conservative" and "liberal" and share their findings in a class discussion. Ask: Why are many Democratic and Republicans calling themselves "conservatives" in this election? Based on the explanations you have read in your texts, what would you need to know about Mr. Gingrich and Mr. Coles to determine whether each was, in fact, a "conservative"?

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4. Have students work in groups to research federal campaign finance limits. Have groups discuss their findings and how the rules are different for candidates who finance their own campaigns. Refer to the video and ask: Do you think it is a good idea or a bad idea for millionaires like Michael Coles to be able to spend unlimited funds on their campaigns because they are using their own money? Challenge each student to write an essay in response to this question: Is the unlimited use of one's own money in a campaign a legitimate exercise of free speech or is it an invitation to government run by "the rich"?

5. How is the congressional race shaping up in your district? Distribute the HANDOUT (pg 4) to students. Direct each student to research and record his/her U.S. House District, the names and parties of the two major candidates running for office, three issues important to the people of that district and each candidate's views on the three issues listed. When everyone has completed the information, have them work in groups to create an informational TV ad for one of the candidates and present it to the class.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Newt Gingrich	Michael Coles	self-made millionaire	affluent
Speaker of the House	gender gap	campaign chest	electorate

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******** ** ** STUDENT HANDOUT: YOUR CONGRESSIONAL RACE

DIRECTIONS: How is the race for Congress shaping up in your district? What issues are driving the campaigns and what are the candidates' stands on these issues? Use this handout to help you organize information about the local race. Find out what House District you live in (consult your local Registrar of Voters). Conduct research to fill in the names of the 2 major candidates, their parties and 3 issues important to voters in your district. Write these issues on the chart, then fill in each candidate's stand on each issue in the space below his/her name.

I live in U.S. House District _____ in the State of _____

	CANDIDATE/PARTY: _____ VIEWS ON ISSUE:	CANDIDATE/PARTY: _____ VIEWS ON ISSUE:
ISSUE #1:		
ISSUE #2:		
ISSUE #3:		

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********    **    ** NEWSROOM WORLDVIEW
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MEXICO REBEL: MEXICO--POLITICS; MEXICO--SOCIAL CONDITIONS; MEXICO--INSURGENCY--POPULAR REVOLUTIONARY ARMY (EPR)

1. How is the program of the Popular Revolutionary Army (EPR) different from that of the Zapatistas? How has the Mexican government reacted to this threat? List Mexico's current political and economic problems; then, gather data about the activities and goals of the EPR. Indicate on your list those problems that appear also to be part of the EPR's program. To what extent does their program reflect the problems that have traditionally plagued Mexico's poor? How strongly do you think such an organization would appeal to them? What do you think the government might be able to do to counter EPR propaganda? Use your data to write a brief speech that could be delivered by representatives of either the government, the EPR or the Zapatistas. What appeal did you use? How effective do you think your speech might be? Explain.

INTERNET: http://www.indians.org/welker/zapatist.htm

TREASURE: BRITAIN--BURIED TREASURE

2. Why have treasure hunters sought the DORO? What luck have they had? Study past efforts to find treasure in sunken ships. Use one of the examples to make a drawing of the methods used. What specialized skills does it take to locate and search such a ship successfully? What risks are involved? How much does such an adventure cost? Who do you think would be willing to lend financial support for such a venture? What might motivate investors? Considering the cost, would you invest if the prize was the DORO's 1.5 British pounds in gold coins? Explain.

INTERNET: http://www.iwl.net/customers/norman/linksog1.htm

JAPAN POP STAR: JAPAN--ENTERTAINMENT--SINGERS

3. What effect is Namie Amuro having on Japanese popular culture? Why has she become so popular? Select an entertainer who is really popular right now. Gather information to measure the extent to which he/she influences fashion or other elements of popular culture. Do stars always influence culture? Name stars who have had a strong effect on your culture. Why are they able to exert such influence? Do the same factors seem to be making Namie Amuro such a strong cultural factor in Japan today?

INTERNET: http://www.geocities.com/Tokyo/1750/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Popular Revolutionary Army (EPR) Zapatistas militarization
subsidies disproportion cryptic "media darling" trademark

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******  **   **   *                          Tuesday, October 15, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Investors cheer as the Dow Jones Industrial Average hits a new high -- 6000.	5:05	6:05
HEADLINES	-KING HUSSEIN MEETS WITH PRES. ARAFAT -SARAJEVO TO BELGRADE BUS ROUTE RE-OPENS	:45	6:50
INTERNAT'L DESK	The Taliban Islamic militia is a successful reformist force in Afghanistan.	2:30	9:20
FYI	CNN ALLPOLITICS: http://allpolitics.com	:20	9:40
LOOK AHEAD	NEWSROOM's "Democracy in America" Weeks, October 21st & October 28th.	:30	10:10
FYI	Bull riders sustain 37% of rodeo injuries.	:30	10:40
YOUNG RIDERS	(Part II) Young rodeo riders try their skills on the "Mighty Bucky" before taking on the real bull.	5:00	15:40
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:00	15:40
HIROSHIMA	Japan marked the 51st anniversary of the atomic bombs dropped on Hiroshima.	2:45	18:55
BLACK EMPOWERMENT	Zimbabwe's Black activists want a more equal distribution of Zimbabwe's wealth.	3:10	22:05
THIS DATE	Haitian President Aristide regains power.	:40	22:45
CHILE ECOTOURISM	The Atacama desert in northern Chile is the new frontier for ecotourism.	2:35	25:20
THAI DINOS	Tyrannosaurus fossil attracts tourists.	3:10	28:30
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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TOP STORY: DOW TOPS 6000 MARK

1. What does it mean to say that the Dow Jones Average passed the 6000 milestone? What does it mean to investors? To companies whose stock prices are rising?

2. In today's TOP STORY we are cautioned that, just as the stock market goes up, it can also come down. List factors that influence the market, for better or worse. Have students explain the statement: "presidential politics has been good for the stock market. The Dow has not lost ground at the end of an election year since the 1940s." Why?
3. Group students. Have each group research basic information on the stock market, including its history, often-used terms associated with the market (e.g., bull, bear, correction) and its impact on the U.S. economy. After class discussion, have students produce a "Stock Market Explainer," either in the form of a videotape or a "question and answer"-style informative brochure. Donate the class product to the school media center for other classes to use.
4. The stock market isn't the only place for investors. What are some other popular investments? Invite an investment strategist to compare the risks and yield from other investments (e.g., gold, real estate, bonds) to those associated with the stock market. Challenge students to research alternative investments to graph the differences in earnings as compared to stocks over the past 5 years, 10 years, 20 years.

RODEO (PART II): BULLRIDING SCHOOL

5. What is the object of a bull ride? Explain some of the skills that a prospective bull rider learns at the Don Gay School.
6. Whenever a sport involves animals, the issue of animal cruelty surfaces. List sports and entertainment involving animals and discuss the possibility of cruelty in each. Have students find the facts about a sport or entertainment of their choice -- thoroughbred horse racing, greyhound racing, rodeos, the circus, etc. Students should present their findings in an opinion essay on whether or not cruelty to animals is an issue in sports.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

rally Dow Jones bull market chute novice livestock

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***** * ** * ***** DESK: AFGHANISTAN TALIBAN

1. BEFORE VIEWING: Name examples of military actions and rebellions, in any historical period, that were launched in the name of religion. What did these campaigns have in common?

2. AFTER VIEWING: Who are the Taliban? What part does religion play in their fight for leadership in Afghanistan? According to the video report, why were they successful in toppling the Mujaheddin? Discuss Islamic fundamentalism and ask students to name other countries under Islamic rule.

3. What are the Taliban's chances at creating lasting stability in Afghanistan? Group students and distribute copies of the RESOURCE (pg 4) to each group to use as background information on Afghanistan's civil war. Have groups:
   a. Use media resources to write profiles (2-3 sentences) of the persons named on the RESOURCE. Include Islamic sect affiliation and ties with other nations.
   b. Identify all major Afghan political parties, their leaders' names and ethnic background, military numbers and sect affiliation.
   c. Note alliances among nations, specifically those offering

military backing and whether or not these countries have significant Afghan refugee populations.

Reconvene the groups to share information. Have students analyze each political party's strength based on longevity, military might, allegiances and alliances. Compare these with the Taliban's. Ask: What do you think accounts for their success, given their numbers? What success have other fundamentalist groups had in maintaining national stability? How successful do you think the Taliban will be, based on Afghanistan's recent history? Explain.

4. Locate Afghanistan on a world map and describe Kabul's position as a "gateway." Note Afghanistan's neighbors and their ethnic and religious compositions. Group students to research the history of Kabul as a "gateway" to the Indian sub-continent and to the Central Asian Republics. Have them identify countries that used Kabul to gain access other countries. What were their motives? What was the eventual outcome for the target country? For Afghanistan? Pool groups' information to create one large map of the region, with an appropriate key, showing the movements through Kabul. Which countries were the most invasive? What effect might this have had on Afghan stability?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Taliban Mujaheddin reformist ISI Kabul fundamentalist

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* * * * * * AFGHANISTAN
******** ** ** STUDENT RESOURCE: CIVIL WAR TIMELINE

1973: Mohamed Daoud stages a coup against his cousin King Zahir Shah, ends Afghanistan's monarchy, establishes leftist state.

1978: Marxist coup, with Soviet aid, establishes Nur Mohamed Taraki as president; armed Islamists protest Marxist policies.

1979: Taraki is overthrown; Hafizullah Amin takes control only to be by overthrown months later by Babrak Karmal who calls for a Soviet invasion; Soviets land in Kabul and encounter massive resistance from the Afghans, particularly those calling themselves the "mujaheddin" ("holy warriors").

1980: U.N. intervenes, requests removal of all non-national troops; Afghan guerrillas based in Pakistan arm themselves with U.S., Saudi, Pakistan weapons; Afghan-Soviet clashes escalate; millions of refugees flee to Pakistan and Iran.

1987: A new constitution; a new president: Soviet-backed Najibullah; rebels gain U.S. anti-aircraft missiles -- and an upper hand.

1988: Accord signed implements Soviet withdrawal, ceases outside assistance in civil war and facilitates return of refugees.

1992: Najibullah, known as the "Butcher of Kabul," is ousted, takes refuge in a U.N. compound; mujaheddin factions fight among themselves for control of Kabul.

Burhanuddin Rabbani assumes the presidency but fighting drags on between rival factions, particularly between those of Rabbani and Gulbuddin Hekmatyar; rising threat posed by the Taliban Islamic Militia of the Sunni sect forces Rabbbani and Hekmatyar into an alliance, at the urging of Iran whose population is predominantly of the Shi'ite sect.

1994: The Taliban Islamic Militia, comprised of former refugees who became seminary students in Pakistan, begins its campaign to transform Afghanistan into a fundamentalist nation; attempts and fails to take control of Kabul.

1996: The Taliban capture Kabul, execute former president Najibullah and his brother, ex-Security Chief; the Taliban, led by Mullah Mohammed Omar, controls southern two-thirds of Afghanistan.

Adapted: TIME International Magazine Oct. 7, 1996, Vol. 148, No. 15.
WASHINGTON POST, Sep. 28, 1996, pA19.

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******** ** ** NEWSROOM WORLDVIEW

JAPAN HIROSHIMA: JAPAN--HISTORY--WORLD WAR, 1939-1945; ATOMIC BOMB

1. How did Japan commemorate the dropping of the atomic bomb on Hiroshima? What appears to be Japanese sentiment toward the event? Gather information about the conditions under which the atomic bomb was dropped on Hiroshima at the end of World War II and the short-term and long-term effects of that event. Use what you have learned to write a diplomatic message from the United States or another country to the people of Japan to be read at their next annual commemoration. How do you think your message would be received in Japan? Explain.

INTERNET: http://www.peak.org/~danneng/hiroshima_links.html

BLACK EMPOWERMENT: ZIMBABWE--POLITICS; ZIMBABWE--ECONOMICS

2. What complaint do Black activists have about the distribution of wealth in Zimbabwe? What do they feel is the solution? Study the people and economy of Zimbabwe. What advantages do the wealthy have that the poor do not? Develop a comparative profile of how Zimbabwe's wealthy and poor people live. Is race a part of the issue? Develop a scenario in which wealthy people, poor people and government officials discuss what needs to be done in Zimbabwe. Assign some students to take notes on the arguments used by each side. Debrief by discussing the observations made about the kinds of arguments each side uses to support its position. From the scenario, what chance exists that the problem will be solved peacefully? What factors make improvement difficult? Predict what will life be like there in 10 years. Defend your prediction.

INTERNET: http://www.sas.upenn.edu/African_Studies/Country_Specific/Zimbabwe.html

CHILE ECOTOURISM: CHILE --ECONOMIC CONDITIONS; TOURIST TRADE

3. What is ecotourism? Why have the Atacama Desert and Patagonia both become the focus of this new type of tourism? Explore the sights and activities that are available in either the Atacama Desert or Patagonia. Find out how ecotourism is different from regular tourism. Use what you have learned about the area to make a travel poster showing potential tourists a vision of what a vacation there would be like. What kinds of people would be interested in ecotourism? Why would the government of Chile advocate this kind of tourism?

INTERNET: http://www.city.net/countries/chile/categories.html#info

----------WORLDVIEW: TODAY'S NEWS TERMS----------

segregated	activists	resolution	volatility	indigenization
coexisted	entrepreneurs	parity	partnerships	infrastructure

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******  **   **   *                    Wednesday, October 16, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		:50	:50
TOP STORY	Jordan's King Hussein travels to the West Bank as a show of support for the Palestinians.	3:20	4:10
HEADLINES	SOMALIA CEASE-FIRE	:35	4:45
BUSINESS DESK	Pumpkin farmers are hoping for big profits as they harvest a bumper crop.	1:50	6:35
POP QUIZ	When was the first televised presidential debate? Answer: 1960	:25	7:00
DEBATE PREVIEW	NEWSROOM's Tony Frassrand goes behind-the-scenes at the presidential debate.	3:10	10:10
WEBSITE	Go on-line with us: CNN.COM/NEWSROOM	:20	10:30
YOUNG RIDERS	(Part III) Enjoy some of the sights and sounds of the rodeo!	4:15	14:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	16:20
SRI LANKA: COST OF WAR	The continuing civil war has caused both human suffering and economic depression.	2:55	19:15
GLOBAL GRIDLOCK	Chile and Indonesia suffer from the consequences of rapid economic growth.	5:20	24:35
CHINA SKYWALK	Canadian Jay Cochrane walked a tightrope between two skyscrapers in Shanghai.	:35	25:10
ASIA CRANES	Human development is destroying the Asian cranes' natural habitat.	4:00	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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TOP STORY: KING HUSSEIN, PRESIDENT ARAFAT MEET

1. Explain how the meeting between Jordan's King Hussein and PLO Pres. Arafat was "low on drama but high on symbolism." What was King Hussein demonstrating by his gesture? Why was the timing of this action especially significant?

2. AFTER VIEWING ask: What suggestion did PLO Pres. Arafat offer on how to resolve the dispute over Israeli troop deployment in Hebron? How did the Israeli government respond to this idea? Group students. Challenge each group to
   a. consider how the U.S. might respond to Pres. Arafat's call for American troops to act as "peacekeepers" in Hebron.
   b. discuss its ideas for a few minutes then write an official "response" from President Clinton. Remind students that this is an election year which could affect the direction a major international policy decision might take.
   c. read its response and explain the reasons why they believe the President should/should not commit to a U.S. presence in Hebron.

BUSINESS DESK: PUMPKIN BOOM

3. According to the video, what kind of year has this been for pumpkin growers? Given this fact alone, what generalization might one make about the price of pumpkins this year? If higher than usual demand enters into the picture, how might this affect their price?

DEBATE PREVIEW

4. Distribute the HANDOUTS (pgs 3 & 4) and review the directions and questions with students. Instruct them to use this worksheet to watch and evaluate the debate on CNN (10/16/96). After students have viewed the debate, invite them to summarize briefly the experts' opinions on the debate. For each summary students should add one sentence stating their own opinions.

YOUNG RIDERS (PART III): SIGHTS AND SOUNDS OF THE RODEO

5. Describe what young riders experience as they prepare for and participate in a rodeo and what the spectators see and hear.
6. Today's YOUNG RIDERS segment is called a "natsot" package: a videotape of natural sounds/images designed to give the viewer the experience of "being there." Have groups create 3-5 minute "natsot" videos of any sport/event they want to share with the class. Hold a classroom "film festival" and, after viewing all the videos, have students vote on the best presentation.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

King Hussein Yasser Arafat Hebron image credentials "rubberneck"

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******** ** ** STUDENT HANDOUT: DEBATE WATCHING TIPS

DIRECTIONS: Coverage of the national debates gives the media a chance to act as proxy for the public to ask the candidates important questions. Unintentionally, media personnel can bias viewers' opinions through the questions they ask, the camera angles they take and the time they spend on each candidate.

1. Use the questions below to focus your viewing on CNN's coverage of the debates on October 16th and 17th.

2. After the debate, briefly summarize the media's opinions of the debate; add 1 or 2 sentences summarizing your own opinion.
   a. In your opinion, was the coverage as unbiased as possible?
   b. If you had been in charge, what would you have changed or added? Explain.

3. Who are the moderators? What are their credentials? Did other media representatives have an opportunity to ask questions? If so, who were they?

   Moderator(s) _____

   Other Questioner(s) _____

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4. List several key questions.
   a. _____
   b. _____
   c. _____
   d. _____

5. Did you consider the questioning fair (unbiased)? Explain below, citing a specific question to support your opinion.
   It was fair: _____
   _____
   It was not fair: _____
   _____

6. Did the camera coverage seem to favor one or another candidate? Consider lighting, camera angles and camera time given to each candidate. Was it distracting to you the viewer? Explain.
   Camera angles on Dole _____
   Camera angles on Clinton _____
   Lighting _____
   Time Clinton was on camera: (approximate) _____
   _____
   Time Dole was on camera: (approximate) _____
   _____
   Your opinions about camera coverage: _____
   _____
   _____

7. Were there any camera shots that seemed to be in reaction to specific events of the debate? Describe one or two below.
   Camera Reaction #1: _____
   _____
   _____
   Camera Reaction #2: _____
   _____
   _____

8. How did the coverage of the debate affect your opinion of each candidate? Explain.
   Clinton: _____
   _____
   Dole: _____
   _____

9. On what did the media coverage at the end of the debate focus: image, issues or both? What opinion did they have of each candidate's performance? Did you agree or disagree? Write your own summary of both the Media's Opinion and Your Opinion below and on the reverse side of this page.

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********    **    ** NEWSROOM WORLDVIEW
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COST OF WAR: SRI LANKA--ECONOMIC CONDITIONS--STANDARD OF LIVING

1. What have been the social and economic costs of Sri Lanka's civil war? How much of the total population has it affected? Compare Sri Lanka's 1983 economy with its 1995 economy. Look especially at gross national product, level of exports and imports, products exported, rate of inflation and other indicators of the economic health of a country.
   a. Use the data to create line graphs showing the changes in the data you have selected.
   b. Considering the data, how has Sri Lanka's economy changed?
   c. What do you think has happened to the standard of living of the people there?
   d. What other costs have resulted from the 13-year war?

   All things considered, is it possible to truly win a civil war? Explain. Even if Sri Lanka can win this civil war militarily, how long will it take to recover from the heavy costs involved?

INTERNET: http://www.lankaweb.com/

GLOBAL GRIDLOCK: CHILE--CITIES AND TOWNS--URBANIZATION; INDONESIA--CITIES AND TOWNS--URBANIZATION

2. How does urban growth lead to transportation gridlock? Have groups study transportation problems in major cities throughout the world.
   a. Include data on number of vehicles, gasoline expenditures and traffic congestion, air pollution, and on successful programs for improving the situation.
   b. Present, and draw conclusions about, the similarities and differences among the cities' experiences.

   To what extent are Chile and Indonesia experiencing problems similar to everyone else? Does any city have a workable solution? Predict outcomes as global gridlock worsens.

INTERNET: http://www.nerdworld.com/nw882.html

ASIA CRANES: ASIA--ENVIRONMENT; ASIA--ENDANGERED SPECIES--CRANES

3. What factors are endangering cranes? Why are the Siberian Cranes particularly threatened? Gather information about where cranes live and their role in the environment. Is the threat of extinction as serious as is suggested in the video segment? Draw a model of the ecological relationships of cranes, showing how they interact with their environment. How would the ecology of Asia change if the cranes were to disappear?

INTERNET: http://www.fhcrc.org/~ialwww/CAUZ/links/endangered.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

cost of living expenditure subsidies investment deadlocked
minority rally allergies gridlock endangered species migration

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******  **   **   *                          Thursday, October 17, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Candidates Bill Clinton and Bob Dole clash in the final presidential debate.	4:00	5:00
LOOK AHEAD	DEMOCRACY IN AMERICA weeks: Oct. 21 and Oct. 28 on CNN NEWSROOM	:30	5:30
HEADLINES	MIDEAST TALKS; LEBED MUTINY CHARGES	:45	6:15
AT ISSUE	A new report stirs controversy over the facts regarding child hunger in the U.S.	2:45	9:00
DEFINITION	...of micro-gravity	:30	9:30
SCIENCE DESK	Shuttle experiments have shown that micro-gravity has negative effects on plants.	2:50	12:20
ON THE 'NET	There's lots for history buffs.	1:45	14:05
LOOK AHEAD	TOMORROW: The Statue of Liberty	:45	14:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:25	16:15
CHINA CHARM OFFENSIVE	China uses new tactics to win over those opposed to China's rule of Hong Kong.	3:10	19:25
BRAZIL ADOPTION	A new use for the Internet -- to find adoptive parents for orphans.	2:35	22:00
NA PALI COAST	Hawaii's Na Pali coast provides tourists with entertainment, education and beauty.	6:20	28:20
CNN NEWSROOM WORLDVIEW CLOSE		1:40	30:00

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TOP STORY: CLINTON VS. DOLE IN SECOND PRESIDENTIAL DEBATE

1. How were voter-participants chosen for this debate? What kinds of questions did they ask? On what issues did they seem to focus? One observer noted that moderator Jim Lehrer almost had to "coax" questions about international policy from the audience. Why do you think this was so? Do you think the average American voter believes that international issues are important? State your rationale.

2. AFTER VIEWING: Ask students to list on a piece of paper five issues that are most important to them. Then present the following scenario: Suppose you were given the opportunity to participate in a presidential debate as a member of the audience. What questions would you want to ask of Mr. Clinton and Mr. Dole? Challenge each student to come up with at least one question for each of the five issues cited and indicate to whom the question would be addressed. Have students share their questions and have the class predict how the candidates would respond.

AT ISSUE: CHILD HUNGER REPORT

3. According to the "Bread for the World" organization, how does the U.S. compare with other industrialized nations in the fight against child hunger? Why are some criticizing this report?
4. Group students. Challenge each group to learn more about any one agency or organization in your community that addresses the issue of child hunger. Have groups interview the directors or other representatives of the agency/organization to find out how the effort is financed; its role in attacking the problem of child hunger; and, whether demand for its assistance has changed over the past decade. Have each group present its findings in a formal report. Encourage students to volunteer in one of the community service efforts if possible.

ON THE 'NET

5. Challenge students to an "INTERNET Scavenger Hunt" using topics from your current social studies curriculum. Give each student group a copy of a list of topics pertinent to that curriculum. Have them list the titles, or numbers of titles, of INTERNET resources under each topic. After a specified time period, determine which group has collected the most resources.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

town hall meeting random sample industrialized nation welfare
immigrant safety net program INTERNET navigate text

DESK: SPACE PLANTS

1. BEFORE VIEWING ask students: What do plants require for healthy growth? In what conditions do plants grow poorly? Why?

2. AFTER VIEWING: How does space travel affect plant growth? Why does this occur? How do scientists mimic these conditions on Earth? What is the importance of studying plant growth in low gravity situations?

3. What causes gravity? How does gravity affect living things? Are objects in orbit about Earth free from Earth's gravity? Can we ever completely escape Earth's gravitational field? Explain. Why do we feel weightless in orbit or in freefall through the atmosphere? Have students use arrows in an illustration that explains why plants or astronauts in orbit feel weightless.

4. Apparent weightlessness, or micro-gravity, has adverse affects on humans (muscle atrophy, loss of calcium from bones, fluid build-up in the head, nausea). Have student groups
   a. conduct research to find why these and other conditions are associated with micro-gravity.
   b. study plant physiology and then explain why low gravity adversely affects plant growth.

c. make a poster comparing the effects of micro-gravity on plants and animals.

5. Weightlessness (zero "g") can be simulated in freefall, as happens in the "Vomit Comet." We can also increase the force of gravity by accelerating upward in an aircraft. Distribute the HANDOUT and challenge students to solve the problems as they learn about positive and negative g's.

ANSWERS: (1) 1g each; astronaut 836 n.; bean 12.05 n. (2) 3g each; astronaut 2587 n.; bean 36.2n. (3) each weigh 0 n.; mass same as on Earth. (4) .167g; astronaut 14.7 n; bean .21 n.) Challenge students to write a story about people and/or planets that experience "g" forces. Stories should include terms from the HANDOUT, along with mathematical descriptions of gravity, force and acceleration. Have students share their creations with the class.

SUGGESTED RESOURCE: http://www.spub.ksu.edu/issues/v100/su/n151/cam-nasa-rjdiep.html

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

micro-gravity "g" Vomit Comet freefall reporter gene

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******** ** ** STUDENT RESOURCE: G - FORCE

DIRECTIONS: We feel quite at home walking around on our planet's surface. However, it is the nature of humankind to explore. We find ourselves blasting-off into space, pushed deeply into our seats and, later, bobbing effortlessly across the surface of the moon. In both instances we have changed the force of gravity acting on our body. Use information from the text, the video and other references as needed to define the terms below. Then, use what you have learned to solve the problems.

TERMS

1. force:

2. gravity:

3. acceleration:

4. mass:

5. weight:

6. acceleration due to gravity:

PROBLEMS

1. On the surface of the earth an astronaut (mass 88.00 kg) cultivated a bean plant (mass of 1.23 kg). How many g's do each feel? Calculate the weight of each.

2. During lift-off the spacecraft accelerates at a rate of 29.4 m/s/s. How many g's do the passengers feel? How much does each weigh during this acceleration?

3. On the flight to the moon the spacecraft is pulling 0 g's. Calculate the weight and mass of the plant and person.

4. The acceleration due to gravity on the moon is one-sixth that of Earth. Calculate the g's the astronaut and plant feel on the moon. How much does each weigh on the moon?

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********    **    ** NEWSROOM WORLDVIEW
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CHINA CHARM OFFENSIVE: CHINA--POLITICS

1. What groups in Hong Kong are apprehensive about coming under China's political control? What is China doing currently to calm their fears? Use newspapers and other sources to find statements/decisions China's government has made that demonstrate their attitudes/values. What are their positions on major issues? What attitude is present in their statements toward international and domestic issues? Use these to build a characterization of China's government.
   a. Does it tend to be progressive, conservative, arrogant conciliatory, etc.?
   b. Keeping your conclusions in mind, how characteristic is their new, more "charming" attitude toward Hong Kong?
   c. Why do you think they are using this diplomatic approach?

   Compare this posture with their current attitude toward Japan and the U.S. in the island dispute.

INTERNET: http://www.hk.super.net/~milesj/#HKnews

ADOPTION: BRAZIL--POPULATION; BRAZIL--CHILDREN--ORPHANS; INTERNET (COMPUTER NETWORK)

2. What children are available in Brazil for foreign adoption? How might the Internet improve chances for finding good homes for them? Investigate how the Internet works and how it has grown and changed over the past 10 years. Use your information to make a model drawing of how the Internet works. How is the Internet affected as more people come on-line? Using your model, and your imagination, think of how the Internet might be used to solve other international problems. What shortcomings does the Internet appear to have? Do you think it will actually help to find homes for the Brazilian orphans? Why/Why not?

INTERNET: http://www.adopting.org/ar.html

NA PALI COAST: HAWAII--ENVIRONMENTAL PROTECTION; TOURIST TRADE

3. Why is the Na Pali coast so interesting? What are people doing to protect its environment? Journey through Hawaii's history by finding out how nature built the Hawaiian Islands. Make a drawing or model to show the forces of nature in action. What mark has each of these forces left on Hawaii? Why is it important to protect the environment along the Na Pali coast?

INTERNET: http://www.kauai-hawaii.com

----------WORLDVIEW: TODAY'S NEWS TERMS----------

posture benign contentious transition denunciation conciliatory dialogue legitimate dilemma adversaries accommodation orphans

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******  **   **   *                                  Friday, October 18, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Boris Yeltsin fires Security Advisor.	3:15	4:15
HEADLINES	FRENCH WORKERS GO ON STRIKE	:30	4:45
EDITOR'S DESK	U.S. presidential candidates "work" California; Israeli troop withdrawals still on hold; Dow Jones Industrial Average soars.	3:50	8:35
FYI	Statue of Liberty intended as a lighthouse.	:25	9:00
STATUE OF LIBERTY	She is a great work of art to some and, to others, the gateway to a new life.	4:20	13:20
LOOK AHEAD	Next Week: Youth Curfews	1:00	14:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	16:05
MALAYSIA ABORIGINE	Malaysian Aborigines are fighting to survive the threat of civilization.	1:55	18:00
CHINA SYMPHONY	The Chinese National Symphony is solving the problems of its new "private" status.	4:05	22:05
TANZANIA BLACK RHINO	Tanzania is working to protect the rhino, the backbone of its tourist industry.	3:25	25:30
BRAZIL SERENADERS	A new service helps tone-deaf Brazilian romantics say what's on their minds.	3:05	28:35
CNN NEWSROOM WORLDVIEW CLOSE		1:25	30:00

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ANCHOR DESK
TOP STORY: KREMLIN INTRIGUE

1. Ask students to pretend they are investigative journalists assigned to the firing of Alexander Lebed.
   a. First, have them read the following statements:
      i. "...they're [government officials] all pulling in different directions and it's Lebed who's dividing them."
      ii. "He has very good chances for being elected president in a legitimate way. Why should he want to be a rebellion leader instead?"
      iii. "...Anatoly Kulikov said he had documents proving Lebed was planning a military coup."

b. Working in small groups, students should list the two most telling sources they would use to support or dispute each statement and explain their choices. EXAMPLES: statements from key people, actual documents, person-on-the-street commentary, history of the last election.

c. Discuss groups' ideas in class. Why is it important to find and cite reliable sources? What makes a source reliable in any given situation?

EDITOR'S DESK/NEWSQUIZ

2. Divide the class into groups of 4 students. Groups should be well matched by ability. Tell student groups that the NEWSQUIZ (pg 4) is a group test.
   a. Invite each student in the group to identify and match one of the claims on the NEWSQUIZ. They will have 5 minutes apiece.
   b. Give groups 10 minutes to examine and discuss their member's choices, making changes they all confirm.
   c. Finally, challenge groups to choose one of the claims to defend, outline the defense and write the paragraph.

THE STATUE OF LIBERTY

3. In class, have students brainstorm all the ideas and dreams that liberty promised to immigrants to America. Then guide a group collage illustrating the dreams Ms. Liberty embodied.

MEDIA LITERACY: POLITICAL PROPAGANDA

4. How do candidates use language to sway voters and garner votes? Have students define "propaganda." Give each student a copy of the HANDOUT (pg 3) and review the examples of political propaganda. Have students bring samples of their findings to class. Discuss the need to be aware of propaganda techniques.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

military coup rampant Hamas Six-Day War Bedlow's Island

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MEDIA LITERACY:
STUDENT HANDOUT: POLITICAL PROPAGANDA

DIRECTIONS: The U.S. political campaign season is coming down the "home stretch" and many examples of propaganda are evident. Search newspapers and radio and TV campaign ads to find examples of as many of the following propaganda devices as you can. Note your examples on a separate sheet of paper.

GLITTERING GENERALITIES: Blanket statements of high-sounding praise that are intended to make people accept a point without examining specifics. EXAMPLE: "absolutely honest."

TESTIMONIAL: Quoting a popular personality who is in favor of a particular position.

OVERSIMPLIFICATION: An illogical "boiling down" of one perspective. EXAMPLE: "There's no money for education as long as our military is fighting the war."

NAME-CALLING: Use of labels, such as "warmonger" and "racist."

JUST PLAIN FOLKS: Winning over the public by promoting oneself as a "common man (or woman)." EXAMPLE: "I am an honest, hard-working laborer just like you."

SNOB APPEAL: Playing on an individual's ego through flattery. EXAMPLE: "Any intelligent person would have to agree."

TRANSFER: Using the respectability or good reputation of a person, organization or symbol to promote a candidate. EXAMPLE: A political ad with the Statue of Liberty superimposed.

MISUSE OF STATISTICS: Adjusting numbers in an attempt to prove one's point of view. EXAMPLE: "Crime in Pottersville has risen 30% over the past 15 years" (without mentioning also that the population has doubled over the same period of time).

BANDWAGON: The "everyone else is doing it" approach. EXAMPLE: "All of Jefferson County is backing this referendum."

CARD-STACKING: Selective application of facts that misleads the viewer. EXAMPLE: A campaign ad that shows a candidate's opponent "lashing out" at an individual, without mentioning that the individual was the aggressor.

Share your examples in class. Why do you think it is important to be aware of propaganda techniques as you read, watch and listen to the media?

DIRECTIONS: In attempting to put a particular "spin" on an opponent's record, candidates sometimes interpret facts to suit themselves. Consider the CLAIMS below that were made by Mr. Clinton and Mr. Dole in Wednesday's debate. Identify the candidate who made each claim. Then match the CLAIMS to the FACTS of each issue. Finally, choose one of the claims and its matching fact and write a short paragraph defending the statement in light of its facts.

CLAIMS

1. Twice this candidate claimed that the American Hospital Association had predicted the GOP congressional budget "could have closed 700 hospitals." CANDIDATE_____FACT____

2. This candidate blamed the administration for a record number of bankruptcies, currently on track to surpass $1 million this year for the first time. CANDIDATE_____FACT____

3. This candidate claimed we have "10.5 million more jobs" since he took office. CANDIDATE_____FACT____

4. This candidate claimed he personally kept the Congress from attacking student loan programs. CANDIDATE_____FACT____

FACTS

A. Although the GOP Congress did cut the student loan program, its bill put the costs of these spending cuts on the banks and agencies that run the program, not on the student borrowers. This bill was vetoed by President Clinton.

B. The figure "10.5 million new jobs" does not consider fluctuations or job losses. Another way to measure job creation does take these fluctuations into account. Using that figure, U.S. jobs actually grew 8.8 million jobs in the last 4 years.

C. AHA senior vice president Rick Wade said his group identified about 700 U.S. hospitals that rely on Medicare and Medicaid for half or more of their revenue and could have been affected more seriously by some plans the GOP discussed.

D. The increase of bankruptcies toward the million mark is not due to worsening economic conditions but to a law Clinton signed, and Republicans overwhelmingly supported, in 1994 that made it easier to declare bankruptcy.

Adapted: CNN News Wires; by John Solomon, ASSOCIATED PRESS, 10/16/96

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********    **    ** NEWSROOM WORLDVIEW
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MALAYSIA ABORIGINE: MALAYSIA--ETHNIC GROUPS--ABORIGINES

1. Why do many Aborigines feel left out of Malaysian society? How are they trying to change the situation? Have each student gather information about life in Malaysia and bring to class one to two images representing these changes and the effects they have had on the Aborigines. Create a class montage of these images. Then, use the montage as a springboard in discussing the conflict between tradition and change. After students have gained insight into typical problems that result from transitional cultural experiences, have them use these to write a thoughtful poem or story about the experiences of a fictional Aboriginal character coping with the changes in modern Malaysia. Do the Aborigines feel left out or are they more concerned about their changing culture or both? Explain.

INTERNET: http://www.mit.edu:8001/activities/masamit/malaysia.html

CHINA SYMPHONY: CHINA--ECONOMIC CONDITIONS--PRIVATIZATION; CHINA--ARTS--GOVERNMENT POLICY

2. Why has the Chinese National Symphony had to change how it does business? What actions have they taken to insure the professional quality of the orchestra? For most performance groups, it takes more than ticket sales to fund their performances. Find out how a local orchestra, theatrical group or other performance organization gets its funding and organizes itself. Invite a manager of one such organization to speak to the class. Typically, it takes a wealthy community to support a professional performance group like an orchestra. Why? What special problems will the Chinese orchestra face without government support? What would you suggest to overcome these problems?

INTERNET: http://city.net/countries/china/categories.html#info

TANZANIA BLACK RHINO: TANZANIA--TOURIST TRADE; ENDANGERED SPECIES--BLACK RHINOS

3. Why and how were the Rhinos slaughtered in the past? What measures has Tanzania taken to protect the remaining rhino population? Collect data about the decline in the numbers of the wild rhino population and the habitat in which they live. Is it possible that rhinos simply cannot live in the wild anymore? What should be done to insure their survival?

INTERNET: http://www.sas.upenn.edu/African_Studies/Country_Specific/Tanzania.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

indigenous orang asli Ngorongoro crater poacher black market

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******  **   **   *                          Monday, October 21, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Nicaraguans encounter long lines and long lists of candidates as they vote for their next president.	4:00	5:00
AROUND THE WORLD	Democracy in action in Japan, Albania, Lithuania, Gabon	1:00	6:00
DEMOCRACY IN AMERICA	CNN NEWSROOM examines a component unique to U.S. politics: the electoral college.	2:50	8:50
OUR WORLD	Four high school students are trying to energize young voters.	1:15	10:05
OUR WORLD	Imagine turning your story idea into an award-winning play.	3:45	13:50
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:25	16:15
TOP OF THE WORLD	Environmentalists have been working for years to save Brazil's rain forests.	2:50	19:05
PHILIPPINE LITTER LAW	Manila has enacted a strict anti-litter law they hope will keep the city cleaner.	2:55	22:00
TAKING CARE OF BUSINESS	An exclusive restaurant, catering to the elite, has opened in Beijing.	2:35	24:35
CHECK IT	London church gets a face lift.	1:10	25:45
AFRICAN ART	Exhibition opens in Los Angeles.	2:55	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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TOP STORY: NICARAGUA ELECTIONS

1. After viewing, share the abbreviated timeline of Nicaragua's history from the HANDOUT (pg 4) with students. Give them a brief time to read it. Remind them of the reporter's analysis:
   "Despite all the talk of national reconciliation, many ordinary Nicaraguans fear that which ever side wins will govern against the loser."
   a. Ask students to use the timeline to explain this fear. If, in fact, the voters' fears are realized, how could that interfere with the goal of "rebuilding this economically devastated nation"?

b. What one event on the timeline seems to refute the fear? ANSWER: The peaceful "changing of the guard" from elected President Violetta Barrios de Chamorro to the winner of the October 20th election.
c. Based on Nicaragua's political history, ask students to describe the personal characteristics, expertise and political history of the ideal candidate for President.

DEMOCRACY IN AMERICA: THE ELECTORAL COLLEGE

2. According to the video, why did the Founding Fathers create the electoral college? Following their plan, who are you really voting for when you cast your vote for president? How does this system actually make the presidential election "fifty 'winner-take-all' elections"? Explain how the system can work against a candidate who may have a strong national image but who lacks a firm geographic footing.
3. After viewing, distribute the RESOURCE (pg 3). As a class, review the arguments for and against reform of the electoral college system. Generate a class discussion to gauge student opinion on the electoral college: Should it be changed, eliminated or remain the same? Group students of like opinions. Challenge each group to create and produce a one-minute radio or television spot aimed at persuading or educating voters to support its view.

OUR WORLD: VERY SPECIAL ARTS

4. Discuss the dreams made real revealed in the report. Challenge students to write the story line about the fulfillment of a dream of their own. If they won a grant, what would it be for and how would it be realized?

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

Managua populist reconciliation redemption right-wing left-wing Kennedy Center disability incorporate elector Census Bureau

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STUDENT RESOURCE: THE ELECTORAL COLLEGE: TO REFORM OR NOT TO REFORM?

Throughout U.S. history there have been calls for the reform, or the elimination, of the electoral college. Most reform proposals focus on the "faithless elector," the elector who does not cast a vote for the candidate to whom he/she is committed. "Faithless electors" have surfaced in 7 elections in the 20th century alone. In about half the states, laws require electors to cast ballots for the presidential candidates who win the most votes in their states.

Other reformers propose eliminating the electoral college in favor of direct popular election of the president, of which there would be 3 major consequences:

1. Popular vote would be the only determining factor for winning the presidency.
2. The slight advantage given to smaller states would be eliminated. Each state, regardless of its population, now is given the same 2 electoral votes, added to the votes it receives to match the number of persons it sends to the U.S. House of Representatives.
3. More minor-party candidates would be encouraged to run, as they would no longer be concerned with the states' "winner-take-all" rule and could concentrate on accumulating a national vote total.

To prevent a candidate with a small plurality of votes from becoming president, however, a plan for direct national election would have to include the stipulation that the winner must receive at least a

certain percentage of the vote (say, 40%) or face a runoff with the next-most popular candidate. (U.S. House of Representatives passed a constitutional amendment in 1969 requiring this reform. But 10 years later, the Senate failed to get the required two-thirds majority needed to send this to the states for ratification.)

Electoral college defenders argue that the problems with the system are not serious enough to warrant major change. They say there is still merit in the electoral college because it helps preserve the "contours of federalism" by stressing the states' role in electing a president. It also magnifies a candidate's victory, giving him/her the "mandate" needed to govern (EXAMPLE: Bill Clinton's victory in 1992, where his 43% plurality victory was magnified by a 100-vote edge in the electoral college tally.) Finally, proponents of the system argue that it minimizes the need for time-consuming recounts. With a direct popular election, a close election could require the daunting task of recounting every ballot in the nation.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

O'Connor, Karen, and Larry J. Sabato. AMERICAN GOVERNMENT: ROOTS AND REFORM, 2nd Ed. Allyn & Bacon, Boston, pp. 538-539.

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******** ** ** STUDENT HANDOUT: NICARAGUAN POLITICAL TIMELINE

DIRECTIONS: Read the following brief history of Nicaraguan politics. Take a few minutes to find events on the timeline, or identify statements from the video, to help you answer the following questions in a class discussion.

a. Why might Nicaraguans justifiably fear "which ever side wins will govern against the loser."
b. What one event on the timeline seems to refute this fear?
c. How could the outcome they fear interfere with the goal of "rebuilding this economically devastated nation"?

1838 Nicaragua gains independence from Spanish colonial rule, spends most of the 19th century in violent power struggles between Liberal and Conservative factions.

1909 U.S. government supports a coup by Nicaragua's conservative (right wing) forces, beginning a long period of U.S. occupation and intervention.

1927 National hero, Cesar Augusto Sandino, rebels against U.S. occupiers and their Nicaraguan partners.

1934 U.S. marines are forced to withdraw. Sandino is assassinated after laying down arms. Anastasio Somoza Garcia, head of the National Guard, installs a Somoza family dynasty that rules until 1979.

1972 Huge earthquake destroys most of central Managua.

1978 Somoza orders the killing of Pedro Joaquin Chamorro, director of the newspaper, LA PRENSA, unleashing a wave of public protests. Sandinista National Liberation Front launches a general insurrection.

1979 Somoza flees the country. National reconstruction government is formed under Sandinista leader Daniel Ortega. Sandinista leaders' left-wing stance leads to the formation of the anti-Sandinista rebel group, the Contras.

1984 Ortega is elected president in a vote boycotted by much of the opposition. U.S. backs the Contra rebels with arms and money, escalating the armed conflict.

1988 Inflation reaches 33,000% and the nation's GDP plunges 13.6%. Central American presidents step in, broker peace settlement.

U.S. disarms the Contras in return for guarantees of fair presidential election.

1990 Violetta Barrios de Chamorro, head of anti-Sandinista National Opposition Coalition (UNO) comprising 14 parties, defeats Ortega, is elected president. National reconciliation government installed. War ends and economy begins to recover.

1996 Regularly scheduled national election sees peaceful transition of power.

SOURCE: CNN News, October 20, 1996

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********    **    ** NEWSROOM WORLDVIEW
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BRAZIL AMAZON: BRAZIL--ENVIRONMENTAL PROTECTION--AMAZON RAINFOREST

1. What methods are used to monitor the clearing of the rain forest? What has the program discovered? Mark the boundaries of the rain forest prior to 1950 on an enlarged map of the Amazon basin and indicate the areas where clearing have taken place. Find out and indicate the uses for which this land has been cleared. Using figures for 1950 and 1995, note the amount of growth achieved in each usage in terms of jobs created, production increases or other economic benefits. Is economic growth a strong argument to justify clearing of the rain forest? What strong arguments can be used to oppose the clearing? Which side would you support? Why?

INTERNET: http://gladstone.uoregon.edu/~jachesh/bio_links.html

LITTER LAW: PHILIPPINES--POLLUTION--REFUSE AND REFUSE DISPOSAL

2. What types of "littering" is Manila trying to stop? How do its new laws deal with offenders? An interviewee stated Manila needed more public toilets. List materials, personnel and services that need to be in place for this new program to work. Using data about the area and about Manila's population, estimate roughly how much this program might cost the city. Compare with costs for similar programs in your locale and adjust the figures for Manila's lower wage rate. Using what you know, list the benefits of having a city free of litter then compare with the costs. Are the benefits worth the costs? Explain. Factor in other problems Manila faces, such as poverty and poor medical care. Is there another way to attack the littering problem? What course would you take? Explain.

INTERNET: http://www.europa.com/~ria/links.html

CHINA ELITE CLUB: CHINA--RESTAURANTS

3. What are the characteristics of Beijing's exclusive China Club? How is it indicative of changes in the policies of China's government? Discuss the principles upon which Mao Tse-tung (Zedong) based China's "communist" system after the revolution. How would he react to the new club? Why do you think China's leadership is allowing such a change now?

INTERNET: http://www.ensmp.fr/~scherer/adminet/world/cn/

AFRICAN ART: U.S.--EXHIBITIONS

4. Recall the images seen in the video. How do they reflect South African history? Use drawings, photos, quotations, poetry, etc., to create a visual and annotated timeline of South African history. Display in the media center.

----------WORLDVIEW: TODAY'S NEWS TERMS----------

deforestation Amazon "Green Cops" primary forests egalitarian

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******  **   **   *                          Tuesday, October 22, 1996
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	South Africa tries to heal the wounds of human rights abuse victims after decades of apartheid.	3:50	4:50
AROUND THE WORLD	U.N. tries to evacuate relief workers in Zaire; Conservative candidate claims victory in Nicaragua's election; Former communists voted out in Lithuania.	1:10	6:00
DEMOCRACY IN AMERICA	(Part I) A California town looks to the curfew as a means of dealing with the problem of crime involving juveniles.	7:25	13:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:05	15:30
TOP OF THE WORLD	New political contribution laws in Japan are changing the way business is done.	2:35	18:05
TAKING CARE OF BUSINESS	Copper is attracting investors to Chile once again.	2:55	21:00
INSIDE ASIA	A clothes designer is trying to create a unique Thai designer label.	3:00	24:00
MONGOLIAN MUSIC	The sounds made by Mongolia's nomadic horsemen are as popular as ever.	4:50	28:50
CNN NEWSROOM WORLDVIEW CLOSE		1:10	30:00

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ANCHOR DESK
TOP STORY: SOUTH AFRICA APARTHEID AMNESTY

1. What is "apartheid"? What kinds of human rights abuses occurred under this former South African political system? Discuss the political and social changes that have occurred in that nation in the past two years.
2. Have students define "reconciliation" then use the term to apply to South Africa's Truth and Reconciliation Commission. Ask students: Based on images from, and statements made in, the video report, what kinds of acts are people bringing before the Commission? Why? Define "amnesty" and discuss the kinds of circumstances under which amnesty is usually granted. Have students cite examples from history to support their response.

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3. Group students to compare and contrast the Commission's work with that of other international courts. Distribute copies of the HANDOUT (pg 3) to each group. Have groups
   a. read and digest the basic mandate of the Commission.
   b. use media/on-line resources to gather information on cases that have been brought before the Commission.
   c. note the specific "gross human rights abuses" and the disposition of each case.
   d. choose one such case to present to the class, identifying persons, events and locales.

   Reconvene the class as a whole. Ask: In each case presented before the class, were these acts of a kind that usually would be given amnesty? Why/Why not? In what ways have the Commission's objectives been met? In your opinion, was justice "served"? Why/Why not? Have each student choose a means to express his/her ideas, opinions and/or attitudes about South Africa's process of reconciliation and share these in class.

DEMOCRACY IN AMERICA: CURFEWS (Part I)

4. Why has Police Capt. Gary Barner campaigned hard for a curfew in his town of Novato? In his view, how does the curfew protect Novato's citizens from crime? How does it prevent teens from becoming crime victims? State reasons why some Novato residents oppose the curfew.
5. CNN NEWSROOM wants to know what your students think about curfews. Follow the information on the RESOURCE (pg 4) as you have students discuss the issue. Poll them to find out how many support/do not support a curfew in their community. Then fill in the form with your class totals and mail/fax it as indicated -OR- send us your class survey totals on-line at cnn.newsroom@turner.com. The deadline is Nov. 1st, so send in your survey today! Results will appear on CNN NEWSROOM during the week of Nov. 4th through 8th.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

amnesty reconciliation curfew ordinance vandalism

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STUDENT RESOURCE: SOUTH AFRICA'S TRUTH AND RECONCILIATION COMMISSION

DIRECTIONS: Read the following information adapted from Truth and Reconciliation Commission documents.

PHILOSOPHY: "To achieve unity and morally acceptable reconciliation," human rights violations must be officially and fairly established and the identity of the "planners, perpetrators and victims" publicly acknowledged.

OBJECTIVES: "Promote national unity and reconciliation in a spirit of understanding," transcending past conflicts and divisions by:
   a. establishing the causes, nature and extent of gross human rights violations between March 1, 1960 to May 9, 1995.
   b. helping to grant amnesty to persons making full disclosure of proscribed acts;
   c. accounting for victims' fate; allowing victims to "tell their own story"; recommending reparations;
   d. reporting their findings; and, recommending preventive measures against "future violations of human rights."

MEMBERS: No less than 11, no more than 17; not more than 2 persons can be non-South Africans.

STRUCTURE:

a. Committee on Human Rights Violations: Records allegations; investigates and gathers evidence; and, makes recommendations to the Commission regarding findings.
b. Committee on Amnesty: Receives and facilitates requests for amnesty from persons making "full disclosure of relevant facts."
c. Committee on Reparation and Rehabilitation of Victims: Gathers evidence and may make recommendations regarding reparations and "the creation of institutions conducive to a stable and fair society" to prevent future abuses.

VICTIMS RIGHTS: Anyone who believes he/she has been harmed by a "gross violation of human rights" may apply for reparation.

a. Victims will be treated compassionately and respectfully.
b. Procedures will be "expeditious, fair, inexpensive and accessible."
c. Victims will be informed of their rights.
d. Measures will be taken to insure the privacy and safety of victims, their families and witnesses.
e. Victims will be allowed to "communicate in the language of their choice."

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted: TRUTH & RECONCILIATION COMMISSION: http://www.truth.org.za/

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******** ** ** TEACHER RESOURCE: CLASS CURFEW SURVEY

How do your students feel about curfews? CNN NEWSROOM wants to know!

After viewing today's video, use this opportunity to generate a thoughtful discussion about the issues surrounding curfews from both sides, PRO and CON. You may want students to consider these questions: Do curfew laws violate civil liberties? Are curfews effective in preventing crime? Encourage students to be candid in their discussion of what they see as the positives and negatives associated with curfews.

Poll students to find out how they feel about the use of curfews in their community. Use the form below to tally their votes. Send/fax the form, or e-mail your results, to CNN NEWSROOM (see the form for addresses and fax numbers.) Please send class tallies only, not individual votes. The deadline for responses is November 1st.

Tune in to CNN NEWSROOM during election week (Nov. 4th-8th) to hear the overall results of this survey. Thanks for your participation!

Question: SHOULD THERE BE A CURFEW IN THE AREA WHERE YOU LIVE?

Number/percentage of students who say "YES" _____

Number/percentage of students who say "NO" _____

Number/percentage of students "UNDECIDED" _____

SCHOOL NAME AND ADDRESS:_____

CLASS/TEACHER: _____

Mail this survey form to: CNN Newsroom Program
1 CNN Center/7-North
Box 105366
Atlanta, GA 30348-5366

OR, FAX your form to: (404) 827-3965
OR, E-MAIL your survey results to: cnn.newsroom@turner.com

Deadline is NOVEMBER 1st, so send your survey results today!

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CORPORATE POLITICS: JAPAN--POLITICS; CAMPAIGN CONTRIBUTION LAWS

1. What changes have occurred in the rules governing political contributions in Japan? What effect has this had on politicians and business persons? Examine recent biographical sketches of Kakuei Tanaka in encyclopedias or almanacs.
   a. What are the most important elements of these sketches?
   b. To what extent has the scandal obliterated Mr. Tanaka's achievements?
   c. Might the new legislation have prevented his scandal?
   d. What other benefits might result from the new laws governing political contributions?

   Using the Tanaka scandal as an example, what other legislation might be needed to prevent future political scandals in Japan?

INTERNET: http://www.shef.ac.uk/~eas/japanese/pol.html

CHILE MINING: CHILE--MINES AND MINERAL RESOURCES

2. What minerals attract investors to the Atacama Desert? What makes mining there problematic? Develop a map showing the Atacama Desert terrain, mineral resources, transportation systems, population centers and water supply. What benefits might accrue to the people of this region from the new mining activity? What costs might the region's people and ecology have to pay for these benefits? If you were an agent of the Chilean government, would you approve or disapprove of the new mining plans? Explain.

INTERNET: http://www.city.net/countries/chile/categories.html#info

THAILAND FASHION: THAILAND--BUSINESS--FASHION DESIGN

3. What is Somchai Songwatana's goal for his "Fly Now" fashion design label? Why does he think Thailand is a good place to design clothing? Find out how the designer clothing business works. Create a flow chart showing the steps that a person or company must take to become one of the world's recognized designers. Where are most of the world's clothing designers located? How many and which ones are located outside of Europe? What advantages does the "Fly Now" label have over the already established designer labels? Is it practical for Songwatana to think that he can break into this business? Explain.

INTERNET: http://www.nectec.or.th/bureaux/mfa/others.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Keidanren Atacama Desert open air mine multinational commodity

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******  **   **   *                    Wednesday, October 23, 1996
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	A new report indicates that India's tigers will be extinct in five years unless something is done immediately.	3:30	4:30
HEADLINES	WINDS FUEL CALIFORNIA FIRES	:45	5:15
BUSINESS DESK	Attention K-Mart shoppers: Welcome to the new Manhattan store!	2:50	8:05
CAMPAIGN USA '96	National Student/Parent Mock Election, Oct. 30th. Cast your vote on-line.	:35	8:40
DEMOCRACY IN AMERICA	(Part II) The Marin County Youth Commission has its own opinions on curfews.	5:20	14:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	15:40
TOP OF THE WORLD	The environmental struggle over a river has the indigenous people involved.	2:55	18:35
TAKING CARE OF BUSINESS	A Chinese business school tries to teach its students trust and teamwork.	2:50	21:25
NEWSDATE	In 1983, U.S. Marines died in Lebanon.	:25	21:50
INSIDE RUSSIA	The Russian space program is trying to survive the country's economic breakdown.	2:55	24:45
REGATTA/ YACHT	Both Britain and Hong Kong have a keen interest in their yachting traditions.	4:15	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK

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TOP STORY: INDIA TIGER CRISIS

1. What threatens India's tiger population? Why? Where else is the Asian tiger found? Have student teams investigate the "business" of tiger poaching: Who does it, for whom and what the economic benefits. Distribute a HANDOUT (pg 3) to each team. Have teams research threats to the tiger's survival, the remedies tried and their success/failure rate. Create a class display of the teams' findings.

2. Discuss the charges made against the WWF India. List similar organizations and have student teams find out how funding is used. Create pie graphs showing how each organization spends its money. What percentage is spent on program? Compare these expenditures with those made by WWF India. Ask: Do you think the charges made against WWF are valid? Explain.
3. List other species threatened by poaching. Have student teams gather information on each species: a) commodity poached and why; geographic location (indicate on a map); changes in their numbers; prognosis for survival; and, remedies proposed and enacted and their relative success/failure rate. Analyze the information gathered to propose remedies for the Asian tiger.

BUSINESS DESK: K-MART IN MANHATTAN

4. How have consumers received the Manhattan K-Mart? Do you think there is a demand for this kind of retailer there? Explain.
5. List the kinds of local retail businesses (discount, department stores, specialty shops). Have student groups a) choose a specific area on a large street map of your town/city/county map and b) conduct a survey of the retailers by indicating the number/types of retail businesses there. Share findings and discuss potential demand for new retailers in each area. Compare the possibilities with those K-Mart executives must have considered when they chose the Manhattan location.

DEMOCRACY IN AMERICA: CURFEWS (Part II)

6. CNN NEWSROOM wants to know what your students think about curfews. Follow the information on the RESOURCE (pg 4) as you have students discuss the issue. Poll them to find out how many support/do not support a curfew in their community. Then fill in the form with your class totals and mail/fax it as indicated -OR- send us your class survey totals on-line at cnn.newsroom@turner.com. The deadline is Nov. 1st, so send in your survey today! Results will appear on CNN NEWSROOM during the week of Nov. 4th through 8th.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

poacher non-governmental agency World Wide Fund (WWF) K-Mart
discount chain "Youth Vote" unconstitutional harass

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******** ** ** STUDENT HANDOUT: ENDANGERED ASIAN TIGER

DIRECTIONS: Use the information from your research to complete the charts below. Identify ALL threats to the Asian tiger's survival and ALL remedies, including those proposed by the markets for tiger parts.

TYPE	COUNTRY(IES)	THREAT: EXTENT OF DAMAGE

TYPE	COUNTRY(IES)	REMEDY	SUCCESS RATE

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Then poll students to find out how they feel about the use of curfews in their community. You may wish to use the form below to tally their votes. Send/fax the form, or e-mail your results, to CNN NEWSROOM (see the form for addresses and fax numbers.) Please send class tallies only, not individual votes. The deadline for responses is November 1st.

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Question: SHOULD THERE BE A CURFEW IN THE AREA WHERE YOU LIVE?

Number/percentage of students who say "YES" _____

Number/percentage of students who say "NO" _____

Number/percentage of students "UNDECIDED" _____

SCHOOL NAME AND ADDRESS:_____

_____

CLASS/TEACHER:_____

Mail this survey form to: CNN Newsroom Program
1 CNN Center/7-North
Box 105366
Atlanta, GA 30348-5366
OR, FAX your form to: (404) 827-3965
OR, E-MAIL your survey results to: cnn.newsroom@turner.com

Deadline is NOVEMBER 1st, so send your survey results today!

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CHILE RIVER FIGHT: CHILE--ENVIRONMENT--ENERGY RESOURCES

1. What are the issues involved in building a power plant on the Bio-Bio River? Use maps of central Chile, southeast of Conception, and other resources to investigate the Penhuenche's environment. Examine their lifestyle and culture to create a poster display of these little-known Andean people. Focus on their cultural attitudes toward, and uses of, the land.
   a. Why do you think the Penhuenche are resisting the building of the power plant's lake?
   b. What effect could such a thing have on their culture?
   c. In your opinion, what should a country do when cultural preservation and progress come into conflict?

INTERNET: http://www.irn.org/irn/programs/biobio/bbfact.html

CHINA NO COMPLAINTS: BUSINESS--EMPLOYEES--TRAINING

2. What is the "I Will Not Complain" School's goal? What techniques do they use to develop teamwork and trust among the employers and employees? Use ideas suggested in the program to develop with your classmates your own teamwork training program. Evaluate the effects then write them up in an article to be submitted to the school newspaper. Why might a multinational joint venture use such programs? In what other ways could similar team building programs be used?

INTERNET: http://cc.ntu.edu.tw/~s3102006/chinalinks.html

SPACESHIP ENTERPRISE: RUSSIA--ECONOMIC CONDITIONS; OUTER SPACE--EXPLORATION

3. How does the fate of the space shuttle BURAN reflect the state of the Russian space program? What progress has been made to keep part of the program afloat? Review the history of the Soviet space program. Use your information to develop a chronology that highlights its achievements.
   a. What were the goals of the Soviet space program when the Soviet Union fell apart?
   b. What particular expertise did the program develop?
   c. In what past situations has the Soviet Union and the U.S. engaged in cooperative space missions?

   Keeping both past accomplishments and current budget problems in mind, speculate on the future of Russia's space program.

INTERNET: http://www.spectrum.ieee.org/publicaccess/9512teaser/9512rus1.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Penhuenche hydroelectric joint venture MIR SOYUZ Baikonur

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Title	Program Rundown	Segment	Program
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*	Take your students on a live, electronic field trip! Call		*
*	Turner Adventure Learning to find out how: 1-800-639-7797.		*
**********	**********	**********	**********
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	As Election '96 nears, the candidates are on the fast track to garner support.	5:40	6:40
HEADLINES	THOUSANDS OF ZAIREANS FLEE CIVIL WAR; HEARINGS INTO CIA ACTIVITIES OPEN	:45	7:25
DEMOCRACY IN AMERICA	Pollsters are already making gloomy predictions about voter turnout.	4:00	11:25
DEFINITION	ENGINEERING: the application of science to practical ends.	:35	12:00
SCIENCE DESK	Researchers at Purdue University are studying the floors of basketball courts.	2:25	14:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:00	15:40
TOP OF THE WORLD	China will resume control of this old Portuguese colony in 1999.	2:45	19:25
ON THIS DATE	Today in 1945, the UN was established.	:30	19:55
FAST FACT	Population is putting the squeeze on transportation in Japan.	3:10	23:05
TAKING CARE OF BUSINESS	India has some mysterious and ancient remedies for some very modern problems.	3:05	26:10
INSIDE ASIA	A sunken ship is generating renewed interest in China's Ming Dynasty.	2:55	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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ANCHOR DESK
TOP STORY: POLITICS IN THE USA

1. Ask: If Mr. Perot were to drop from the race, does this video report indicate that his followers would be likely to vote for Mr. Dole or President Clinton? Why/Why not? Give students time to review periodical literature or search the INTERNET to find information on Ross Perot's campaign. On what issues does he take a stand? What is his stand? Challenge the students to create the story board for a persuasive television ad intended to sway potential Perot supporters to the camps of either Dole or Clinton.

2. Ask students to give reasons why Florida and California might be particularly important to President Clinton? POSSIBLE ANSWERS: Electoral votes; state party loyalty; issue strength in the state.
   a. Using current news periodicals and/or television shows such as CNN's INSIDE POLITICS, ask students to identify other states that both Dole and Clinton should canvass in the next two weeks. Be sure students can support their state "picks" with reasons based on electoral votes, state party loyalty or issue strength.
   b. Working in small groups, challenge them to plan the most advantageous route for either candidate to follow on his campaign in this crucial time.
   c. During class, ask groups to share and explain their routes. Post each group's plan and check them against the candidates' traveling schedule in the coming weeks.

DEMOCRACY IN AMERICA

3. Ask: According to Democratic Pollster Peter Hart, what will generate a higher voter turnout? ANSWER: "I think there needs to be a sense of stakes, that there is something that is going to make a difference." Challenge students to create a DEMOCRACY IN AMERICA informed voter bulletin board for the front hall of your school. They should aim their message at the 18 year-olds in the student body. What "stakes" do they think would galvanize this group?
4. Without discussion, take a class poll: Should all enfranchised citizens be required by law to vote in all national elections? Place the results on the board. Tally the vote again, counting only 50% of the students in the class. Record the results and contrast this tally with the first. Discuss the relevance of the demonstration in light of predictions that 1996 voter turnout may be 50% or less. After discussion, take the vote again. Did votes change?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

endorsement lobby overture Reform Party on the stump
"permanent campaign" turnout complacency ratchet

DESK: BASKETBALL FLOORS

1. BEFORE VIEWING: Ask students where basketball is played. Of what materials are playing surfaces made? Why?

2. AFTER VIEWING: Have students describe the basketball court shown in the video. Of what material is the surface made? What are advantages/disadvantages of using such material?

3. Arrange for your class to visit your school's gymnasium to observe the flooring. How does it compare with that shown in the video? Why do you think your school chose this floor type? Contact other schools to find out the kind of gym floors they have and why. What are the advantages/disadvantages of each floor type? Compile the results of this informal survey into an article then submit it to your state's athletic association for publication.

EXTENSION: Research cost, maintenance, durability and safety of each floor type. Then, recommend the best floor type to your local school board.

4. How high does a basketball bounce? On what factors does bouncing depend? Why? Divide the class into groups. Tell them they are scientific teams who are investigating basketball bounces. Arrange for each team to have access to a basketball, a meter stick and various surfaces, such as concrete, hardwood, tile, grass, asphalt, packed dirt, etc. Distribute copies of the HANDOUT (pg 4). Tell students to complete the measurements and report their findings.

EXTENSION: Have students devise an experiment to measure the shock absorbing ability of each surface tested. Collate these findings with those from above.

5. Ask students to describe some sports-related injuries and ailments. Which of these can be attributed directly to the playing or performing surface? Indirectly? Have students choose one sport or activity from those discussed. Instruct them to use media resource to prepare a report detailing:
   a. How the playing surface is prepared;
   b. How the playing surface contributes to injuries; and,
   c. How the playing surface could be modified to reduce or eliminate injuries.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

biological engineering Purdue University sports-related injury

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******** ** ** STUDENT RESOURCE: BEST BOUNCE

DIRECTIONS: Basketball is a fast and furious game. The ball is dribbled, bounced, passed and pounded on the floor. However, all basketball floors are not the same. Some provide a lively rebound, others don't. Use the materials provided by your teacher to measure the ability of different surfaces to provide bounce in basketball. Record all data in the chart below. When you are ready to report your findings, use graphs to make the data easily understood. Which surface provides the best bounce?

PLAYING SURFACE	BALL DROPPED FROM(METERS)	BALL BOUNCED TO (METERS)	PERCENT BOUNCED/DROPPED TIMES 100%

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********    **    ** NEWSROOM WORLDVIEW
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LAST VOTE: MACAU--POLITICS--REUNIFICATION; ECONOMIC CONDITIONS

1. What political and economic climate developed in Macau during Portuguese colonial rule? How are the people of Macau handling their return to China's governance? Use a map of the Macau-Canton-Hong Kong area as the starting point to investigate this transitional region. Highlight the political boundaries, geographical features and transportation systems. Place economic and population data about the region on your map. Considering this data, to what extent are Macau, Hong Kong and Canton part of a regional economic unit? With reunification, how significant will the population and economic production of this region be to China as a whole? Why might the people of Macau be more positive about reunification than are the people of Hong Kong?

INTERNET: http://www.ensmp.fr/~scherer/adminet/world/mo/

ON THIS DATE: UNITED NATIONS

2. Why do people celebrate the founding of the United Nations? Reexamine the basic documents of the UN, including its Charter. Create a display that focuses on the UN's goals and ideals. Build in depth by highlighting examples of how the UN has tried to live up to its goals. Does the United Nations have good reasons to be proud on its 51st birthday? What do you think will be its most important goals for the future? Explain.

INTERNET: http://www.un.or.at/index.html

JAPAN GRIDLOCK: JAPAN--CITY TRAFFIC; TRANSPORTATION

3. How has Tokyo tried to provide a sound public transportation system? Why is the system still inadequate? Examine a map of Tokyo and gather data to list and evaluate characteristics that might contribute to its traffic congestion. To what extent does this data explain the difficulties experienced there? Find the population density for the Tokyo area and, for comparison, the same data for several other major cities.
   a. How does Tokyo compare with the other cities? To what extent might population density be the key to Tokyo's gridlock problem?
   b. In the density figure, which is the most important component for Tokyo, the high population levels or the high land values due to its intensive land use?

   What seems to be the solution for Tokyo's traffic problems?

INTERNET: http://ernie.lang.nagoya-u.ac.jp/~matsuoka/Japan.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

casinos transition commuters analogy mystical skeptics

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******  **   **   *                                  Friday, October 25, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Ross Perot won't back out of the race for Mr. Dole. He has turned his attention toward Mr. Clinton's ethics.	4:35	5:35
LOOK AHEAD	watch the national student/parent mock election October 30th on CNN or CSPAN2.	:30	6:05
DEMOCRACY IN AMERICA	There's growing anger about the perceived unfair nature of affirmative action.	3:00	9:05
IN THE HEADLINES	RICHARD JEWELL "MOVED DOWN THE FBI'S LIST" OF SUSPECTS.	:30	9:35
EDITOR'S DESK	-Nicaragua has finalized the vote count. -India's tigers may soon be extinct. -P.W. Botha subpoenaed in apartheid case.	2:40	12:15
WORLD SERIES KIDS	The World Series has become a place for children to watch the "Big Show."	2:10	14:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:40	16:05
TOP OF THE WORLD	South Africa is honoring the long dead author of its new national anthem.	2:50	18:55
INSIDE ASIA	A polluted lake has become the center of a political controversy in Kashmir.	3:25	22:20
TAKING CARE OF BUSINESS	Some Americans have been in China for 50 years, working for communism.	3:05	25:20
WHERE IN THE WORLD	Polish youth are trying to keep their cultural traditions alive.	3:20	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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TOP STORY: CAMPAIGN '96

1. Who in the Dole camp suggested Ross Perot be approached for his support? Have students
   a. evaluate the status of Perot's campaign, citing evidence from the video report.
   b. use statements from the video report and search media sources for information indicating Perot's attitudes and positions regarding Mr. Dole and Mr. Clinton.

Ask: What in the conduct and progress of Perot's campaign would lead either Dole or Clinton to ask for the Reform Party candidate's support? Would you characterize Dole's overture to Perot as a "riverboat gamble"? Why/Why not?

2. Ask students: On what specific issues does Ross Perot criticize candidates Clinton and Dole? Why do you think Mr. Perot is "pounding the Clinton administration" more than he is the Dole camp? Note the following statement for m the video: "Nothing Perot said in his first public comments would give Bob Dole any comfort...or support." Ask: In your opinion, should Dole regard his overture as a "lost cause"? Why/Why not?

EDITOR'S DESK/NEWSQUIZ

3. This week, CNN NEWSROOM covered elections and other issues related to the democratic process. Distribute a copy of the NEWSQUIZ (pg 4) to each student and go over the directions. When students have completed the QUIZ, lead a class discussion of the issues highlighted in each story and their importance to the democratic process.

US & THEM: AFFIRMATIVE ACTION

4. Define and review "affirmative action." What is the rationale for "banding"? How it is supposed to work and why it is criticized?

MEDIA LITERACY: ACCORDING TO THE POLLS...

5. After reading the HANDOUT (pg 4), guide a brief discussion on the reliability and influence of polling data. Ask student teams to search the media for polling data and analyze the reliability of the polls they found using the information on the handout. Does any of the poll data seem skewed? Is the data consistent? Which statistics have the media highlighted? Guide students to create and conduct several versions of the same poll by changing wording, answer choices and/or sampling. Interpret and compare results in class.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

bandwagon ethical morass affirmative action "banding"

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* * * * * *
* * * * * * MEDIA LITERACY
******** ** ** STUDENT HANDOUT: ACCORDING TO THE POLLS...

DIRECTIONS: The media bases much of its analysis on data from polls they conduct. Do voter surveys honestly reflect the voter's decision once he/she is in the voting booth? How can you avoid being misled by poll information? Read the information below to help answer the questions and better analyze and use polling information.

POLLS ARE ONLY AS GOOD AS THE QUESTIONS ASKED.

Beware of leading questions, confusing wording, or insufficient answer choices. Polls may avoid open-ended questions, limit the number of questions asked, and ask questions that force an answer even if those polled don't have sharp opinions.

POLLS ARE ONLY AS RELIABLE AS THE GROUP POLLED.

Examine the sample. A poll of adults is not the same as a poll of registered voters; a poll that uses an 800 or 900 number generally attracts people with strong opinions; an overnight or weekend poll may not be as reliable as a longer term poll in which pollsters are not limited to those people who can be reached quickly or who stay at home on weekends.

POLLS MAY BE ONLY SUPERFICIAL, INCOMPLETE OR INCORRECT BAROMETERS OF PUBLIC OPINION.

People often give opinions when they really have none; people sometimes give "socially correct" responses rather than honest opinions; when asked a complicated question, people will pick an answer choice though their true opinions are more complex.

POLLS ARE DEPENDENT UPON INTERPRETATION.

Pollsters must recognize specific influences on the answers to their questions. For example, respondents might find it easier to criticize a group rather than a specific person. Although over 70% of voters surveyed disapprove of Congress, less than 30% believe their own representatives are doing a poor job.

POLLS MIGHT INFLUENCE A SECOND-CHOICE OR "STRATEGIC VOTE."

Strategic voting is unusual in U.S. presidential races because citizens usually have only two choices. In a three-person race, voters may first decide which candidate doesn't have a chance; the "bandwagon" or "underdog" effects are in play. Polls and the media may have a great impact in that choice, though some public opinion analysts believe voters will vote their favorites no matter what the standing in the polls.

DEMOCRACY ISSUES QUIZ

DIRECTIONS: CNN NEWSROOM aired several segments this week on the democratic process. Below are 5 topics found in these reports. Identify the "democracy" issue for each topic; then, write a statement that would indicate why each issue is newsworthy.

1. UNDERAGE CURFEW: (issue)_____

_____

_____

_____

2. ELECTORAL COLLEGE: (issue)_____

_____

_____

_____

3. VOTER TURNOUT: (issue)_____

_____

_____

_____

4. RECONCILIATION (NICARAGUA): (issue)_____

_____

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5. RECONCILIATION (SOUTH AFRICA): (issue)_____

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********    **    ** NEWSROOM WORLDVIEW
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SURVIVING SONG: SOUTH AFRICA--POLITICS; SOUTH AFRICA--HISTORY
NATIONAL SONGS

1. What is the history of South Africa's new national anthem? How does the song reflect the feelings of South Africa's people? Enoch Sontonga wrote "Nkosi Sikele I'Africa" (God Bless Africa) in 1897. Find a copy of the lyrics and describe the sentiments expressed. Gather information about the author and the times in which he lived. Using this information, place the song in its historical context and explain both what its verses mean and why they would have been significant at the turn of the century. How would you expect South Africa's different ethnic groups to respond to this song? Why do you think this song was selected to become the country's new national anthem?

INTERNET: http://gopher.anc.org.za/misc/nkosi.html
http://aztec.co.za/biz/africa/nkosi.htm

POLLUTED LAKE: KASHMIR--ENVIRONMENT; WATER POLLUTION

2. How has Dal Lake changed over the past 100 years? What factors have contributed to the destruction of the lake's ecology? Locate the lake on a map and conduct a geographic study of the environment in which the lake exists, showing inflows, outflows, population centers and water uses. What are the major sources of the pollution flowing into the lake? Why has the lake been shrinking in size? How important is its water for the region? Considering what you have learned and the information from the video, what seems to be the best way to save Dal Lake? Support your conclusions.

INTERNET: http://alumni.caltech.edu/~mughal/kashmir/kashmir.html

POLAND FOLK CULTURE: POLAND--SOCIAL LIFE AND CUSTOMS

3. How did Poland's cultural traditions suffer during the Soviet occupation? What role has Krakow played in maintaining these traditions? Develop a chronology which explains why Poland was totally free for less than 20 years between 1794 and 1991. What other governments controlled all or part of Poland during this period? How do you think it would feel to live in an occupied country? Write a story or poem about how a Polish person might feel today, enjoying independence and trying to recapture unfamiliar cultural traditions. Where might such a person look for his/her heritage?

INTERNET: http://www.stat-usa.gov/bems/bemspol/bemspol.html
http://www.cyf-kr.edu.pl/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

apartheid deforestation catchment areas effluents "Red scare"

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**********     ***     *** NEWSROOM_____________________________________
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:10	1:10
TOP STORY	Quebec gears up for an historic vote, as a cry for separation reaches a fever pitch.	4:15	5:25
HEADLINES	BUDGET BILL UPDATE...SELENA TRIAL...	1:30	6:55
EDITOR'S DESK	CNN NEWSROOM updates stories on Boris Yeltsin, the U.N. and MidEast peace.	3:20	10:15
NEWSDATE	On this date...1904...1978...	:30	10:45
OUR WORLD	In concert with the community, the LAPD gives at risk teens a new start.	2:40	13:25
LOOK AHEAD	Challenge gravity in a hot-air balloon.	:30	13:55
CHECK IT OUT	Shuttle astronauts open Game 4 in Ohio.	:30	14:25
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:40	16:05
THE UN: PART 5	The World Health Organization (WHO) eradicated smallpox in the 20th century.	3:40	19:45
WOMEN AND WAR	CHECHNYA: The women here did not start the fighting, but have suffered its consequences.	2:45	22:30
ECONOMIC SUPPORT	CHILE: Indigenous peoples are supported in their search for economic stability.	3:30	26:00
CHECK IT OUT	EGYPT: Archaeologists work to capture lost treasures of ancient Alexandria.	1:50	27:50
CNN NEWSROOM WORLDVIEW CLOSE		2:10	30:00

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ANCHOR DESK

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*  TEACHERS:  CNN NEWSROOM will present an encore presentation of           *
*     its WORLDVIEW Ethiopia series beginning on November 6th.              *
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TOP STORY: QUEBEC SECESSION VOTE

1. Where is the province of Quebec? How is it different, culturally, from other Canadian provinces? What historical factors have led to these differences?
2. How could a vote for independence affect Canada and Quebec politically, socially and economically? In groups, have

students research the benefits and drawbacks of a vote for secession in each of these categories. Then direct each group to use what it has found to create two one-minute spots that might air on Canadian T.V. -- one spot for, one against Quebec independence. Have groups "perform" their ad campaigns.

EDITOR'S DESK/NEWSQUIZ

3. Distribute the NEWSQUIZ (pg 4). Have students work independently to identify correctly the "newsmaker" with the "quote" that he/she might have said. Each quote gives students clues to that person's identity. Tell students that there will be some names left over. ANSWERS: 1-Boris Yeltsin; 2-Jean-Bertrand Aristide; 3-Fidel Castro; 4-Yasser Arafat; 5-Julia Mena; 6-Madeleine Albright; 7-Jean Chretien. Check the answers, then divide the class into groups and have each choose one newsmaker as the subject of an in-depth written profile.

OUR WORLD: AT-RISK KIDS

4. Describe the "Jeopardy" program. How does the program help take kids' minds "off the negativity"? Do you think programs like this one are deterrents to juvenile crime? Explain.

MEDIA LITERACY

5. All stories, no matter how objective, are as much the product of the writer's unique perspective, or "filter," as they are of the story's facts. Perspective is based on many factors, ranging from personal interest to physical factors, such as gender or age. Work through the exercise on the HANDOUT (pg 3) with students using today's TOP STORY. When students write their own reports, you may wish to have them work in small groups and insure that each group uses a unique set of filters.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Quebec	separatist	secession	chaos	nationalist
Nova Scotia	"distinct society" clause		province	Montreal
referendum	sovereign	hip hop	"Jeopardy"	LAPD

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* * * * * *
* * * * * * STUDENT HANDOUT
******* ** ** MEDIA LITERACY: FILTERS

DIRECTIONS: Review tonight's TOP STORY: QUEBEC REFERENDUM. Besides the fact that the writer is an American reporter, what other "filters" do you think are affecting his portrayal of Quebec's referendum?

1. From each category below, circle the item that most likely defines Sean Calleb's filter. Consider FILTER 1: Is he more interested in the political, social or economic aspects of this referendum?
2. On the lines immediately following each category, list images or statements from the video that support your point.
3. How do you think the report might change if written by a reporter with an entirely different set of filters? Choose a new set of filters and write a new script. What images would you want your camera person to "catch" for your script?

FILTER 1: Political Social Economic

_____

_____

FILTER 2: Observer Participant

_____

_____

FILTER 3: English-speaking French-speaking

_____

_____

FILTER 4: Male Female

_____

_____

FILTER 5: Housewife Business person Teacher Politician Student

_____

_____

NEWSMAKERS

DIRECTIONS: This was a week filled with names of international newsmakers! Look at the list of news names below. Some of them "might" have said one of the following "quotes," which contain clues as to who said them. Fill in the correct newsmaker below his or her quote. After you have checked your answers, choose one newsmaker and prepare an in-depth profile of that person.

Jean Cretien	Yasser Arafat	Bill Clinton
Julia Mena	Boris Yeltsin	Jean-Bertrand Aristide
Madeleine Albright	Fidel Castro	Yitzhak Rabin

1. "I may not agree with you on all issues concerning Bosnia, President Clinton, but I do agree the situation merits world attention."

   NEWSMAKER:_____

2. "I thank the United Nations for restoring democracy to my native Haiti."

   NEWSMAKER:_____

3. "My people in Cuba want to be part of the global economy."

   NEWSMAKER:_____

4. "As a leader of the Palestinian people, I am disappointed that the Mayor of New York asked me to leave this concert."

   NEWSMAKER:_____

5. "I am proud to serve as the Vice-President of Nicaragua."

NEWSMAKER:_____

6. "I hope students will gain some insight into my job as U.S. Ambassador to the United Nations from our on-line talk."

NEWSMAKER:_____

7. "I, too, love my native Quebec, but as your Prime Minister I ask you to vote to keep Canada unified."

NEWSMAKER:_____

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********    **    ** NEWSROOM WORLDVIEW
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THE UNITED NATIONS (PART 5): UNITED NATIONS--WORLD HEALTH ORGANIZATION; SMALLPOX; VACCINATION

1. BEFORE VIEWING: What is the one disease eradicated by human intervention? AFTER VIEWING: Describe the war on smallpox. How did the fight cross political borders? Have students draw editorial cartoons that illustrate this successful "war."

EXTENSION: Can the eradication of smallpox serve as a template for international cooperation in other areas besides health? Have students draw editorials to illustrate their opinions.

2. WHILE VIEWING: Chart the U.N. agencies mentioned in the video and their purposes. (World Bank, Atomic Energy Agency, World Health Organization) AFTER VIEWING: Have students search to add to their list of agencies then, in small groups, represent one agency and prepare and deliver a 2-minute speech to seek financial support from the U.N. General Assembly.

3. AFTER VIEWING this week's series, have students state reasons for its title, "Divided It Stands." Can a divisive U.N. stand?

INTERNET: http://lynx.who.ch; http://nesihp01.iaea.or.at;

WOMEN AND WAR: RUSSIA--CHECHNYA; RUSSIA--CIVIL WAR

4. Have students take on the role of one of the women from Chechnya and write a poem, a letter or a series of diary entries that look at war from the woman's perspective.

EXTENSION: Have students find and share stories in which war is ended by putting women, children, aliens or others in charge. Create a class annotated reading list for the media center.

INTERNET: http://www.nando.net/prof/poynter/hr010995.html

ECONOMIC SUPPORT: CHILE--ECONOMICS; INDIGENOUS PEOPLES

5. Have students cite specific statements from the video to illustrate ways the Chilean government supports economic growth among indigenous peoples. What problems must be overcome in working with indigenous populations? What strengths do these people lend to the economic enterprise?

INTERNET: gopher://umslvma.umsl.edu:70/00/LIBRARY/SUBJECTS/BUSINESS//INTMKTG/CRPT/CRPT0016

CHECK IT OUT: EGYPT--HISTORY; ARCHAEOLOGY--ALEXANDRIA

6. WHILE VIEWING: Have students note the descriptions of archaeological finds in the Mediterranean. AFTER VIEWING: Have students research to outline short stories that incorporate these finds and recount a bit of Egyptian history.

INTERNET: http://www.sirius.com/~reeder/egypt.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

World Health Organization (WHO) smallpox eradication Chechnya

indigenous communities Aymara Indians archaeology pharaonic

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******  **   **   *                                  Monday, October 28, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	FBI clears suspect Richard Jewell in all charges stemming from Olympic Park bombing.	5:00	6:00
HEADLINES	TUTSI, HUTU WARFARE SPREADS; STATE OF EMERGENCY LIFTED IN FLORIDA CITY	1:00	7:00
CAMPAIGN '96	U.S. presidential candidates take on one last campaign tour to search for support.	1:00	8:00
DEMOCRACY DESK	CNN NEWSROOM looks at the evolution of the job of United States President.	3:40	11:00
IF...	On the job of the #1 White House resident	1:00	12:40
CHECK IT OUT!	Candidates Clinton and Dole have royal "connections."	:30	13:10
SPORTS PAGE	New York fans celebrate Yankee victory.	:30	13:40
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:25	15:05
TOP OF THE WORLD	A cease-fire has been signed but little has been settled in Chechnya.	2:50	17:55
CHILE DESERT	The Atacama Desert is a hostile climate with interesting characteristics.	3:15	21:10
N. AMERICA	Families learn English together.	2:30	23:40
INDIA MARRIAGES	Where a wedding takes place is an important decision for an Indian couple.	2:10	25:50
JAPAN ARCHER	Horseback archery makes a comeback.	2:35	28:25
CNN NEWSROOM WORLDVIEW CLOSE		1:35	30:00

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TOP STORY: FBI CLEARS RICHARD JEWELL

1. How did Richard Jewell come to the FBI's attention during the Olympic Park bombing? What "evidence" did the FBI possess? Why is he no longer the "target" of their investigation?
2. According to the video, "For Richard Jewell, the challenge now is to get his life back." Have students analyze the impact the "media glare" has had on Jewell's life.

a. Group students to search resources for media coverage on Jewell from the time he was declared a suspect. Share samples of that coverage in class, including photos.
b. Have students analyze the coverage. Do you think Mr. Jewell's rights were jeopardized? Explain.
c. Compare U.S. press coverage with reports filed by international journalists who were in Atlanta for the Olympics.

Share findings in class. Ask: Has the fact that the FBI has cleared Mr. Jewell guarantee that he will not be subjected to media attention? In your opinion, will he be able to return to his old life? Explain.

DEMOCRACY IN AMERICA: THE PRESIDENCY

3. Why do you think that the Framers of the U.S. Constitution sought to prevent presidents from becoming all-powerful? How did they address this possibility in the Constitution?
4. Explain why promises made by presidential candidates often are difficult to keep. What can happen to a President who breaks a political promise? How does this illustrate the power of the electorate in a democratic republic?
5. What are the constitutional requirements for the presidency? In groups have students search texts/other resources to answer to this question. Share findings. What is a "natural-born citizen"? Why would the Founders include this stipulation, as well as age and residency requirements? In your view, are these requirements still justified? Discuss.
6. What are the many "hats" a president wears? Group students and distribute the HANDOUT (pg 3). Have groups discuss each of the president's roles. Direct groups to a) search the media for pictures/descriptions of the president acting in that capacity and b) attach its picture or cite a specific example of the president fulfilling that role in the spaces given. Add "hats" on the reverse side if necessary. Share examples and discuss specific limitations on each presidential role.
7. The National Student/Parent Mock Election is a great way to learn more about the power of the voter in the democratic process! See Page 4 of this Guide for details!

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Richard Jewell Kent Alexander Olympic Centennial Park incumbent
endorsement impeachment Great Depression Watergate

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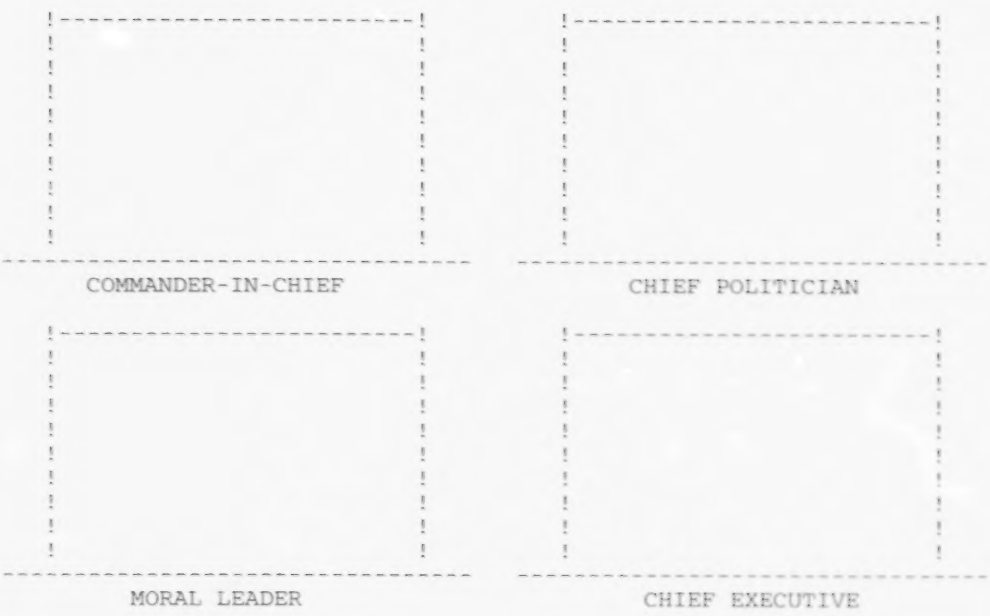
* * * * * * DEMOCRACY IN AMERICA DESK:
******** ** ** STUDENT HANDOUT: THE PRESIDENT'S MANY "HATS"

DIRECTIONS: In your group, discuss each role the U.S. President plays, or "hats" he wears. These are listed below. Then search resources to find a picture of the president in that role -- OR -- write a specific example of his "wearing" that "hat" in the space given. Add to the back of this handout any other "hats" you think are important. Present your examples and discuss any limitations on each of these roles.

CHIEF DIPLOMAT	CHIEF LEGISLATOR



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******** ** ** TEACHER RESOURCE: NATIONAL MOCK ELECTION

Looking for a way to get your students involved in the electoral process? Have them take part in the National Student/Parent Mock Election. On Wednesday, October 30th, the National Student/Parent Mock Election will bring together students from all over the United States to conduct a mock election, casting their votes for president and vice-president, senators, congressional representatives and governor, in states where there is a race.

"The National Student/Parent Mock Election effectively teaches our future leaders the importance of the democratic process," says Jay Suber, CNN senior vice-president and executive producer of news features. "CNN will play a role by bringing viewers live updates of election results during its 8-10:30 pm (ET) programming on the day of the election."

Hosted by CNN NEWSROOM anchor Tony Frassrand, the National Mock Election show will be broadcast from election headquarters at CNN's Atlanta studio. The program will be broadcast before a live, interactive studio audience consisting of students from schools in the Atlanta metro area. The broadcast will air in its entirety on CSPAN2 from 8-10 pm (ET) on October 30th.

Several million students in grades K-12 -- including those living overseas -- are expected to vote in this year's mock election. The students and their parents, if they wish, will cast votes for races in their areas and decide national issues, thereby learning more about the power of the voter in a democratic system.

In 1992, more than five million votes were cast in this election simulation. This year, students and parents may cast their votes through the World Wide Web at the CNN/TIME All Politics Website at http://Allpolitics.com/candidates/mock.election/vote.

Pass this information on to your students!

Wednesday, October 30th: National Student/Parent Mock Election
vote via the World Wide Web at
Allpolitics.com/candidates/mock.election/vote

Coverage of the National Student/Parent Mock Election
Wednesday, October 30th: 8:00-10:00 pm ET on CSPAN2
CNN Updates: 8:00-10:30 pm ET

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********    **    ** NEWSROOM WORLDVIEW
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CHECHNYA HOMECOMING: RUSSIA--ETHNIC RELATIONS; RUSSIA--WAR AND RELIGION

1. To what extent has the war in Chechnya ended? How do Chechens feel about the current situation? Chechnya is just one of many Muslim enclaves in predominantly Christian Russia. Make a chart showing the ethnic composition of Russia's population and of each of the 14 other republics that made up the former Soviet Union. How large is Russia's Muslim population? Which of the other republics has a significant Muslim population? Use a map of the area to locate Muslim enclaves in Russia and in those republics with large Muslim populations. What patterns do you see in the distribution of the Muslim population? Why do you think Russia wants to continue to control Chechnya?

EXTENSION: Examine and describe the Muslim republics' relations with Russia since the breakup of the USSR. What appears to be the republics' national goals? How might these be related to the situation in Chechnya?

INTERNET: http://www.city.net/countries/russia/categories.html#info

CHILE DESERT: CHILE--DESERTS--ATACAMA DESERT; ECOLOGY; TOURIST TRADE

2. How is the Atacama Desert unique? How do its inhabitants earn a living? Gather information about Atacama's inhabitants. Focus on the size of the population and its distribution, the kinds of work they do and the ways they have adapted to the desert environment. Then work in teams to gather similar information about the people who live in other deserts. Compare your data. To what extent do desert peoples have similar values and traditions? In what ways do their lifestyles differ? Are all deserts basically similar or is the Atacama truly unique? Explain.

INTERNET: http://www.business1.com/cacc/english/chilinks.htm

INDIAN MARRIAGES: INDIA--SOCIAL LIFE AND CUSTOMS--WEDDINGS

3. Why do many couples choose to be married in this specific temple to Krishna? What other marriage traditions do they have in India? Write a plan for a traditional marriage in your community. What traditions would you include? Why would you include them? In what ways are your cultural traditions similar to those in India? Why do you think cultural traditions are important to so many people?

INTERNET: http://ugweb.cs.ualberta.ca/~srinivas/india/ind32.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

pomp cease-fire statistics baptized constitutional duty
curator millennium logistical ecotourism downside purification

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******  **   **   *                          Tuesday, October 29, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The state of the U.S. economy takes center stage in last few days of presidential campaigning.	5:05	6:05
MOCK ELECTIONS	Students all across the U.S. will take part in the 1996 Presidential election.	:30	6:35
PRES. SPEAKING	How many people help the President in his daily duties? More than five million.	:50	7:25
HEADLINES	JEWELL CONFRONTS MEDIA; AUTO WORKERS NEGOTIATE	1:00	8:25
INTERNAT'L DESK	Young Israelis set their sights on other activities besides their compulsory military duty.	4:45	13:10
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	15:10
TOP OF THE WORLD	Researchers are trying to explain the mysterious Gulf War illnesses.	2:55	18:05
INDONESIA WINNERS	Two recently won Nobel Prizes have complicated Indonesia' internal strife.	3:40	21:45
INSIDE S. AMERICA	Easter Island is one of the world's most intriguing archaeological sites.	5:10	26:55
TAKING CARE OF BUSINESS	Two ancient Gaullish cartoon characters make history -- and money -- in France.	2:40	29:35
CNN NEWSROOM WORLDVIEW CLOSE		:25	30:00

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ANCHOR DESK

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TOP STORY: CAMPAIGN USA '96

1. Why are some retailers smiling this election year? Why are others not so optimistic about the state of the economy? Group students to research the "good news/bad news" about the current U.S. economy and share their findings. Challenge each group to devise a TV campaign ad for either Bob Dole or Bill Clinton using some of this information as "political fodder." Have

groups present their ads. How does a good economy work to the advantage of an incumbent president? Can a challenger win the election when the economy is perceived to be strong? Discuss.

2. Tell students in each group to pretend they represent a team of advisors to a presidential candidate. The candidate has asked for help in devising a strategy for balancing the federal budget.
   a. Each group will have to decide what course to recommend: deficit reduction through spending cuts (if so, what will be cut?); tax cuts or increases (on whom?); a combination of these ideas; or, some other method. Students should not get bogged down in the actual budgetary figures but should concentrate on the political ramifications of any general course of action.
   b. Have each group present its ideas and discuss potential political pitfalls of each. Ask: What kinds of interests are likely to oppose your ideas? Why?
3. Whom do you think has the best ideas for the economy, education, international policy and other important issues? The National Student/Parent Mock Election is a great way for your students to express their views and learn more about the voter's role in the democratic process. See Page 4 of this Guide to learn how your students can participate!

INTERNATIONAL DESK: ISRAEL'S UNMOTIVATED ARMY

4. Before viewing, ask: How do countries create their armed forces? Lead a class discussion of the evolution of military service in the U.S. How is the military staffed now?
5. Distribute the HANDOUT (pg 3) to individuals or student pairs. Have students randomly select the name of a country and search for information to create a profile of its armed forces. When all searches are completed, have students compare and analyze their information for patterns, particularly those relating to the countries' geographic, political and economic factors.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

consumer confidence inflation "deficit hawk" capital gains tax
deficit reduction National Service "call up" social stigma

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* * * * * * MILITARY SERVICE
******* ** ** STUDENT HANDOUT: AROUND THE WORLD

DIRECTIONS: Answer the questions below to create a profile of your country's policies regarding military service. Then analyze this profile in light of the country's geographic, political and economic factors.

COUNTRY: _____ CONTINENT: _____

1. Where does the country obtain its personnel for military service? (mandatory, voluntary, mercenary) If it uses mercenary forces, identify these soldiers countries of origin.

2. Who can/must serve? (age, sex, citizenship/residency status)

3. How long is the period of service? Can ex-soldiers be recalled?

4. What tangible benefits can personnel receive? (monetary, training/education, housing, etc.)

5. What intangible benefits are available? (status, political cause, etc.)

6. Who is exempted from service? (e.g., the infirm, incompetent, etc.)

7. Does the country offer alternatives to military service for those who do not want to serve? If YES, list the options and state the rules that govern such service.

What geographic, political and economic factors have contributed to this profile?

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******** ** ** TEACHER RESOURCE: NATIONAL MOCK ELECTION

Looking for a way to get your students involved in the electoral process? Have them take part in the National Student/Parent Mock Election. On Wednesday, October 30th, the National Student/Parent Mock Election will bring together students from all over the United States to conduct a mock election, casting their votes for president and vice-president, senators, congressional representatives and governor, in states where there is a race.

"The National Student/Parent Mock Election effectively teaches our future leaders the importance of the democratic process," says Jay Suber, CNN senior vice-president and executive producer of news features. "CNN will play a role by bringing viewers live updates of election results during its 8-10:30 pm (ET) programming on the day of the election."

Hosted by CNN NEWSROOM anchor Tony Frassrand, the National Mock Election show will be broadcast from election headquarters at CNN's Atlanta studio. The program will be broadcast before a live, interactive studio audience consisting of students from schools in the Atlanta metro area. The broadcast will air in its entirety on CSPAN2 from 8-10 pm (ET) on October 30th.

Several million students in grades K-12 -- including those living overseas -- are expected to vote in this year's mock election. The students and their parents, if they wish, will cast votes for races in their areas and decide national issues, thereby learning more about the power of the voter in a democratic system.

In 1992, more than five million votes were cast in this election simulation. This year, students and parents may cast their votes through the World Wide Web at the CNN/TIME All Politics Website at http://Allpolitics.com/candidates/mock.election/vote.

Pass this information on to your students!

Wednesday, October 30th: National Student/Parent Mock Election
vote via the World Wide Web at
Allpolitics.com/candidates/mock.election/vote

Coverage of the National Student/Parent Mock Election
Wednesday, October 30th: 8:00-10:00 pm ET on CSPAN2

CNN Updates: 8:00-10:30 pm ET

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********    **    ** NEWSROOM WORLDVIEW
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GULF WAR SYNDROME: UNITED STATES--GULF WAR--VETERANS--DISEASES

1. What is Gulf War Syndrome? What recent discoveries have researchers made into the causes of this group of illnesses? Create a short chronology of the developments relating to the medical conditions of the veterans who served in the Persian Gulf War in 1991. How have the numbers of those thought to be affected changed over time? What symptoms are most commonly related to Gulf War Syndrome? How has the attitude of the military and the government changed toward those claiming to have been affected by Gulf War Syndrome? Discuss and evaluate the handling of this situation overall.

INTERNET: http://www.gulfwar.org/

NOBEL WINNERS: INDONESIA--POLITICS; INDONESIA--RELIGION AND POLITICS; NOBEL PRIZES

2. How has Indonesia reacted to the awarding of a Nobel Prize to Jose Ramos Horta? How has Bishop Belo become another important player in East Timor's effort to gain its independence? Gather background information on East Timor's history, geography and people; focus especially on the events that have unfolded there over the past decade. Use your data to list the arguments for and against East Timor independence. Consider your list carefully and determine what seem to be the real issues that are compelling the East Timorese to seek independence. Are there alternate solutions to this situation? Explain. Use what you have learned to write a letter to the Indonesian ambassador requesting additional information, or offering your thoughts on what should be done to bring peace to the region.

INTERNET: http://wwwcg.twi.tudelft.nl/~ari/lang.html#indonesian

ANCIENT CIVILIZATION: CHILE--EASTER ISLAND; CHILE--ETHNOLOGY

3. Why does Easter Island intrigue both archaeologists and anthropologists? What is the purpose of the Rapu Nui National Park? Examine what has been determined about the Rapu Nui people, the builders of the Easter Island monoliths. Make a model/drawing of how the statues might have been used. Use your data, and your imagination, to write a story/poem to accompany your drawing/model. Share your work with others and discuss each person's interpretation. Why is understanding who the Rapu Nui were and why they built the statues important to us today?

INTERNET: http://hawaii-shopping.com/~sammonet/rapanui.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

deployed genetic material symptoms FREITLIN Jose Ramos Horta Bishop Belo East Timor Pres. Suharto integration reputable

Wednesday, October 30, 1996

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	While GOP leaders accuse the Democratic Party of illegal campaigning, candidates Clinton and Dole continue their speeches and rallies.	5:05	6:05
IF I WERE PRESIDENT	(Part II) More on what kids would do if they ran the United States.	1:15	7:20
DEMOCRACY IN AMERICA	Candidates Clinton and Dole both talk tough on the issue of crime.	3:45	11:05
WEBSITE	Visit us at cnn.com/newsroom	:30	11:35
BUSINESS DESK	On-line shoppers find car buyers can "kick the tires" on the 'NET.	2:25	14:00
TOSS TO CNN NEWSROOM WORLDVIEW ----------		2:00	16:00
TOP OF THE WORLD	The 13 year-old separatist war had caused many tourists to avoid visiting Sri Lanka.	3:05	19:05
CHINA FAST FOOD FAKES	It's burgers versus noodles in the world of Chinese fast food competition.	3:40	22:45
PHILIPPINES SOAP STAR	A Mexican soap opera is the most popular program on television in the Philippines.	2:50	25:35
CHECK IT OUT!	A dig near Frankfort has uncovered 200 statuettes of an ancient goddess.	:45	26:20
INSIDE N. AMERICA	New York's Metropolitan Museum of Art has gathered together a huge Nefertiti exhibit.	2:15	28:35
CNN NEWSROOM WORLDVIEW CLOSE		1:25	30:00

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ANCHOR DESK October 30, 1996 (2)

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TOP STORY: DEMOCRATS, REPUBLICANS FIRE CAMPAIGN CHARGES

1. Why is the leadership of the Republican National Committee angry with their Democratic counterparts? How has the DNC responded to these charges? Explain how the Clinton Campaign is using the charges in a counterattack against the Dole Campaign. Why do you think Pres. Clinton has refused to comment directly on the charges against the DNC? If you were a campaign advisor to the President, would you support this strategy or would you recommend another? Explain.
2. How do presidential candidates raise the money they need to run expensive national campaigns? Distribute the RESOURCE (pg 4) and, as a class, review the information given. Then group students. Have each group conduct research to learn more about campaign finance regulations.
   a. Why are campaign contributions subject to federal laws?
   b. What conditions and dollar limits apply to some sources?

   Have groups share their findings. Then generate a class discussion about the reasons why campaign finance reform has been such an elusive goal, despite both Democrat and Republican support of the idea, in principle.

DEMOCRACY IN AMERICA: THE CRIME ISSUE

4. Ask students to compare and contrast the candidates' stands on crime. What do they believe will bring the numbers down? Where are they opposed and where do they agree? Debate each candidate's stand in class. Do students' opinions agree with the polls cited at the end of the report? Why/Why not?
5. In your students' opinions why is crime still an important issue in this campaign? Do they agree or disagree that this is surprising?
   a. Working in small groups, have students create a list of reasons to explain continued crime in the U.S.
   b. For each reason they should list actions they believe the government could take to counter the problem.
   c. In class ask groups to share their lists of reasons and possible government actions.

   HOMEWORK: Write an open letter to both candidates expressing opinions about each man's proposed plan of action against crime.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

bipartisan initiative campaign finance reform "soccer moms"
gender gap hot-button 3-Strikes-You're-In legislation FOP NRA

Oct. 30, 1996 (3)

BARGAINS
DESK: ON THE NET

1. BEFORE VIEWING: Ask students to discuss their shopping experiences. What do they like and/or dislike about shopping? How do they know what price to pay for a given product? Is there ever a time when they have been able to change the store's price? Why/Why not? If they could use bargaining to determine a product's price, would they? Why/Why not?

2. AFTER VIEWING: Ask students about buying cars. Do most buyers pay the sticker price (price tag)? Why/Why not? How do the customers interviewed in the BUSINESS DESK evaluate the bargaining for a car's price on the dealer's lot? Does buying on the INTERNET improve this experience? Explain.

3. Cars aren't the only product sold on the INTERNET. Divide the class into small teams of NET Detectives.
   a. Each team should choose or be assigned one group of products. FOR EXAMPLE: clothing, toys, jewelry, etc. Give each team time to search the NET for buying services that sell their assigned product group.
   b. Teams should report to the class on the following:
      i. products and buying services available on the NET that are associated with their assigned group;
      ii. variety of each kind of product available;
      iii. comparison of the costs of the products with similar products available in local stores; and,
      iv. comparison of the buying process on the NET with the buying process in stores, e.g., how do you pay? what information about yourself must you give? etc.
   c. In discussion, compare the pros and cons of buying on the NET with those of buying in stores. Which would students prefer? Why? Does their research indicate that buying the products they researched improves the experience as much as buying cars on the NET? Explain.

4. Invite students to pretend that they are going to create a home page on the NET for customers who want to browse the available buying services. Their home page will be a kind of "department store" for NET buyers. Their page must be simple to use, enticing to browsers and fairly complete. They can use information from the research outlined in #3 above. Evaluate the pages for clarity, interest and efficiency.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

on-line auto services	Auto-By-Tell	bargain	unconscionable
relays information	AutoVantage	haggling	cut-rate prices

October 30, 1996 (4)

STUDENT RESOURCE: CAMPAIGN CONTRIBUTIONS

National campaigns are expensive, requiring extensive finances. Here are some sources of presidential campaign funding:

INDIVIDUAL CONTRIBUTIONS are gifts from individual citizens. An individual can donate up to $1,000 per election to each candidate.

POLITICAL ACTION COMMITTEE (PAC) CONTRIBUTIONS are donations from interest groups such as labor unions, corporations and issue groups.

By federal law these groups are required to establish official fund-raising committees called PACs in order to contribute to candidates.

POLITICAL PARTY CONTRIBUTIONS are provided by the candidate's National Party Committee, for example, the Democratic National Committee (DNC) or the Republican National Committee (RNC).

CANDIDATES and THEIR FAMILIES may donate to the campaign. Since the Supreme Court ruled in 1976 that spending on one's own campaign is a form of free speech, there are no limits for campaign spending in this case. This offers a political advantage to the wealthy candidate who can contribute millions to his/her own campaign.

PUBLIC FUNDS are contributions from taxes. A candidate for president has to earn eligibility to receive these funds by first raising a specified amount of money; his/her campaign then qualifies for MATCHING FUNDS from a federal fund made up of taxpayer donations.

DONATIONS FROM NON-CITIZENS OF THE U.S. AND NON-U.S. CORPORATIONS are legal if the non-citizen is a legal permanent resident of the U.S. U.S. units of non-U.S. corporations may give money if they supply the money from their own revenues and are not acting on orders from outside the U.S.

"SOFT MONEY" CONTRIBUTIONS are those donations that fall under legal "loopholes" and, therefore, escape federal limits. Individuals and groups may use the soft money route to give large amounts of money to political parties or to promote issues, but one candidate usually benefits in the process. Many campaign reformers want soft money funding eliminated because they feel it gives the appearance of shady political dealing and "buying access" to politicians. Pres. Clinton wants to outlaw this kind of funding, although his campaign has set new records for raising soft money.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

-- O'Connor, Karen and Larry J. Sabato. AMERICAN GOVERNMENT: ROOTS AND REFORM, 2nd ed. Boston: Allyn & Bacon, 1995, pp. 558-559.
-- CNN NEWS, 10/20/96.

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********    **    ** NEWSROOM WORLDVIEW
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SRI LANKA TOURISM: SRI LANKA--ECONOMY--TOURIST TRADE

1. How important is tourism to Sri Lanka's economy? Why do Sri Lankan officials say tourists should not fear the country's political unrest? Assume the role of a travel agent for Sri Lanka. Gather background material about the conditions on the island and what one might see while there. A tourist guide book for Southeast Asia or a travel agent might provide sound assistance. Create a poster giving information about the price of transportation and accommodations, an itinerary for touring and the sights one might see. Make a presentation to your class advocating your trip. Debrief by considering how successful your venture might be. What factors might limit your success? With the costs for visiting Sri Lanka rather high and many alternatives available, why do you think tourists would take a chance on visiting Sri Lanka?

INTERNET: http://www.lankaweb.com/

CHINA FAST FOOD: CHINA--BUSINESS ENTERPRISES; RESTAURANTS--FAST FOOD
2. Who is McDonald's competition in China's growing market for fast foods? What examples of unfair business practices does McDonald's suggest are occurring? Gather information about the typical income levels of workers in China. Considering your data, who do you think McDonald's clientele is in Beijing? Is McDonald's really competing with local noodle shops for customers? Why do you think McDonald's has placed a restaurant in Beijing? Do you expect that more will be built soon?
INTERNET: http://www.eecs.ukans.edu/~btwang/China/China.html#PRChina

NEFERTITI BIG APPLE: USA--ART EXHIBITIONS
3. What pieces make up the Nefertiti exhibition? Why do people show such interest in artwork surrounding Nefertiti? Gather background information about Nefertiti and her family, including pictures of artwork from the period. Use this material to create your own exhibition about Nefertiti and the culture in which she lived. Study the final product for insights into the appeal Nefertiti's Egypt has for modern people. What other historical persons or times might have a similar appeal today? Why have so few women in history gained the attention given to Nefertiti? What do you think is the secret of Nefertiti's perennial popularity?
INTERNET: http://pages.prodigy.com/G/U/N/guardian/egypt1.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------
separatists tourism foreign exchange casualties propaganda
public relations competition counterparts Tagalog phenomenon

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NEWS NEWSROOM

Thursday, October 31, 1996

Thursday, October 31, 1996

NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	President Clinton sidesteps potential political minefields while candidate Dole points to an imminent economic recession.	4:40	5:40
CAMPAIGN '96	WEEKLY READER national student poll results: Clinton -- 58%, Dole -- 34%.	:30	6:10
DEMOCRACY IN AMERICA	Students across the U.S. and in 13 other countries cast ballots for several races.	3:50	10:00
PRES. SPEAKING	The President's mode of travel includes his own helicopter and private plane.	:30	10:30
CHECK IT OUT!	Halloween costumes have taken a definite political turn this year!	1:15	11:45
SCIENCE DESK	Florida's already endangered manatee has a higher-than-usual mortality rate this year.	2:45	14:30
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:35	16:05
TOP OF THE WORLD	Some observers say the famine in North Korea is getting worse.	3:20	19:25
ON THIS DATE	...in 1984, Indira Gandhi was assassinated.	:40	20:05
LATAM RELIGION	Protestantism is gaining members in Latin America for a variety of reasons.	3:10	23:15
SINGAPORE INTERNET	Internet availability raises questions of censorship in Singapore.	2:45	26:00
CHINA/U.S. DRAMA	The Chinese are staging a play about the urban African-American experience.	3:05	29:05
CNN NEWSROOM WORLDVIEW CLOSE		:55	30:00

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ANCHOR DESK October 31, 1996 (2)

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TOP STORY: CAMPAIGN '96

1. The reporter states Pres. Clinton "carefully avoided reporters" who might want to question him about "tainted" campaign gifts. Have students speculate on why a candidate would try to avoid controversy this close to election day. Ask: What other subjects might Mr. Clinton want to avoid until after the votes are counted? In your opinion, do any of these issues pose a real threat to Mr. Clinton at this stage of the campaign? Explain.
2. Ask students to consider, as a campaign strategy, leaving "that chore [answering questions about campaign gifts] to his aides and party officials."
   a. How does President Clinton benefit by having others field sensitive queries for him?
   b. In what ways could such actions backfire for a candidate?

   Divide the class into small groups. Challenge each group to search media resources for statements candidates and/or their aides have made that proved to be politically embarrassing. Share these in class. Then have groups create cartoons inspired by these political faux pas.
3. What "politically safe" issues is President Clinton raising in the final days of his campaign? Replay this segment of the video, if needed, and have students note the issues named. Ask: In your opinion, what issues, are not "safe"? Have students bring to class a newspaper/magazine article quoting the President on one of these issues. Working in groups, have students count how often each issue is mentioned in each article and create a class tally. Compare these with the frequency of references made to issues that were not "politically safe."

DEMOCRACY IN AMERICA: MOCK ELECTION

4. According to the video, the purpose of the mock elections is "to turn the sense of powerlessness...into a sense of the power of participation." Have students jot down ways, or in what circumstances, they feel "powerless." In groups, have students discuss how "powerlessness" is evidenced in their communities. Reconvene the whole class and share comments. Have groups
   a. identify community organizations they believe could be antidotes to community powerlessness.
   b. write editorials to submit to the school newspaper on the "power of participation," describing the community groups they believe exemplify this phrase best.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

tainted economic recession entrepreneur mock election apathy

October 31, 1996 (3)

DESK: MANATEE MASSACRE

1. BEFORE VIEWING: Ask students to describe manatees. What do they look like? Where do they live? What do they eat? To what animals are they related? What problems do they face?

2. AFTER VIEWING: Instruct students to revise their answers to the above questions. Have them draw manatees shown in the segment and make captions for the drawings that describe the manatees' plight. Display the drawings.

3. List factors that account for the decline of the manatee population. Which factors are directly or indirectly related to human activities? Ask students to speculate on the size of the manatee population if humans were not involved. Divide the class into groups and assign to each group one of the factors mentioned above. Challenge groups to make recommendations that would limit future negative effects. Send these to "Save the Manatee Club, Inc." at manatee@america.com.

4. Distribute the HANDOUT (pg 4) and arrange for student access to reference materials, including on-line resources.
   a. Instruct students to use these materials and follow the directions to complete their research on the Sirenians.
   b. Then, divide the class into groups and assign to each group a different Sirenian.
   c. Challenge groups to use information from their research and from the video to create a multimedia display highlighting the natural history and future prospects for their particular animal.

   Arrange for other classes or community groups to review students' work. Contact Save the Manatee at manatee@america.com or visit their web site to share ideas.

INTERNET: http://www.objectlinks.com/manatee/index.htm

5. Ask students to describe "species discrimination." Are some species actually liked less then others? Why? In your opinion, do manatees suffer from species discrimination? Explain. Ask students to list animals they believe do suffer from species discrimination and discuss prevailing public attitudes toward those species. Challenge students to develop advertising that will increase public awareness of species discrimination. Implement the campaign to help save the manatee.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

manatee docile Miami Seaquarium species discrimination
red tide surrogate mother mortality rate Florida Marine Patrol

October 31, 1996 (4)

STUDENT RESOURCE: SAVE THE SIRENIANS

DIRECTIONS: Manatees belong to the Sirenia order of mammals. What do these animals have in common? What other species belong in this

order? How did the order get its name? Use the resources your teacher provides to research members of this order and find the answers to these and other questions. Later, you will use this material to explain the plight of manatees and their kin to other concerned humans.

SPECIES	DESCRIPTION	HABITAT & RANGE	BEHAVIOR	NATURAL HISTORY	LEGAL PROTECTION
WEST INDIAN MANATEE					
WEST AFRICAN MANATEE					
AMAZONIAN MANATEE					
DUGONG					
STELLER'S SEA COW					

October 31, 1996 (5)

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******** ** ** NEWSROOM WORLDVIEW

HUNGER: NORTH KOREA--ECONOMIC CONDITIONS; NORTH KOREA--FAMINE; INTERNATIONAL COOPERATION

1. What factors have aided the continuance of the famine in North Korea? What actions have international organizations taken to aid North Korea? Gather information and make a list of all of the countries that are currently affected by famine conditions. Compare both the seriousness of the famine and the level of relief given in North Korea with any of the countries on your list. Is the aid North Korea receives comparable to that

received by other countries? Is there evidence that North Korea has been isolated or that aid has been withheld? Considering what you have learned, would you agree with the assertion made in the video that some countries are "hesitant" to give aid to North Korea? Explain.
INTERNET: http://mu.www.media.mit.edu/people/elo/north-korea.html

LATAM RELIGION: LATIN AMERICA--RELIGION--PROTESTANTISM
2. What is the traditional relationship between the Catholic Church and the political systems in Latin America? Why is it suggested that this situation has contributed to the growing success of Protestant groups there? Gather data in order to make a table showing the patterns of change in each of the popular religious groups in selected Latin American countries. Is the Catholic Church losing members or are Protestant organizations appealing to those who are less than active members of the Catholic Church? To what extent does the evidence support the idea that politics is driving Catholics into the arms of Protestant organizations?
INTERNET: http://www.nervline.com/therock/sites/weblinks.htm

CHINA/U.S. DRAMA: CHINA--THEATER
3. What difficulties did the Chinese have in staging FENCES? Why have they found a play that portrays African American experiences particularly interesting? Read FENCES or a synopsis of the play. List what the play suggests are characteristics of the African-American urban experience. Gather data on life among the poor and working class in Beijing and make a similar list for the characteristics of the Chinese urban experience. To what extent are the two comparable? Why might the Chinese try to make such a distant connection?
INTERNET: http://www.keele.ac.uk/depts/as/tebogo.html
http://www.eecs.ukans.edu/~btwang/China/China.html#PRChina

----------WORLDVIEW: TODAY'S NEWS TERMS----------

famine	staples	regime	totalitarian	quid pro quo
rations	denominations	repressive	secular	Pulitzer Prize

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